

# 2009 Alabama A&M University and Auburn University Combined Extension Annual Report of Accomplishments and Results

Status: Accepted

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## I. Report Overview

### 1. Executive Summary

The FY2009 Annual Report for the Alabama Cooperative Extension System has been reviewed and approved by the 1862 Extension Director - Auburn University and the 1890 Extension Administrator - Alabama A&M University.

The Planned Programs contained in the FY2009 Alabama Cooperative Extension System Annual Report provide fiscal accountability for all Federal Cooperative Extension formula funds and the required matching funds for both Alabama A&M University and Auburn University. In addition, it should be noted that many of the programs in the Annual Report are subject to the benefits of fiscal inputs leveraged from other sources, to include additional state appropriations, county funds, and extramural dollars. For additional information on Alabama Cooperative Extension System programs please reference the ACES website: <http://www.aces.edu/>

It is important to note that the Planned Program list (as cited in the FY2009 Plan of Work Update) was revised for the FY2009 Annual Report to include the five NIFA Priorities. Each of the NIFA Priorities has also been added to the FY2011-2015 Plan of Work. Further modifications, designed to more comprehensively address the NIFA Priorities, will be evident in the FY2012-2016 Plan of Work and FY2010 Annual Report.

Fiscal constraints continue to challenge the Alabama Cooperative Extension System. Fiscal year 2010 will be the second consecutive year of serious budget reductions for the Alabama Cooperative Extension System as illustrated by a cumulative 23 percent reduction in state funding. In addition to the inability to offer salary increases to ACES employees, the System has also enacted reductions in program supports, reductions in ACES state support to community-based programs, and holding most vacant positions for the foreseeable future.

Alabama Cooperative Extension System Administrative and Program Leadership Teams are deliberating organizational adjustments and refinements that will respect our past heritage, accept and adjust to the current situation, and position the System to prosper in future years. These changes include ensuring that ACES programs prepare constituents to thrive in challenging economic times and generate adequate resources to support critical System programs.

#### Thriving in Challenging Times

In response to the stock market downturn in late 2008, the System updated and fine-tuned a blueprint it has employed throughout its nearly century-old history to help Alabama residents through difficult economic times. Thriving in Challenging Times, a statewide educational effort, provides Alabama residents with much needed information critical to their capacity to weather tough economic times. This practical knowledge includes a wealth of information on such topics as shopping on a limited budget, managing and overcoming debt, and saving on energy costs. The Alabama Cooperative Extension System is also reaching the state's row-crop and livestock producers and small-scale forestland owners with information about how to save on costs and reduce debt burdens. The heavily trafficked System Web site has also been reconfigured to complement this effort. Supporting the launch of this initiative, a Thriving in Challenging Times blog has been carried on the front page of the Extension Web site to provide readily accessible, frequently updated information dealing with an array of issues. In 2009 and beyond, Extension is continuing its tradition of helping Alabamians thrive in challenging times.

#### FY 2009 PROGRAM HIGHLIGHTS

Reaching some 4,800 older Alabamians since 2002, the Successful Aging Initiative continued to help spare seniors much of the emotional and financial stresses associated with aging. Participants received nontraditional Extension outreach information in the areas of legal education and practical guidance in estate planning, asset management for seniors, and health care literacy including Alzheimer's disease and dementia. Partnerships with health care providers and organizations such as the state of Alabama's Bureau of Geriatric Psychiatry, AARP, and the Area Agency on Aging facilitated tremendous savings to participants through free health screenings, and free follow-up legal assistance. More than 1200 of the some 3500 total participants benefited from estimated savings of over \$175,000 in maintenance and preventative procedures.

Through [www.poultryhouse.com](http://www.poultryhouse.com), Extension educators continued to show poultry producers worldwide the various ways they can retrofit their production houses to promote efficiency and reduce operating costs.

Extension's CHAMPION program continues to set an example for youth and adults emphasizing healthy lifestyles through wise eating and exercise. Over 8500 program contacts with youth and adults showed significant positive changes in weight reduction, nutritious food consumption, exercise and chronic disease intervention.

Extension professionals have spearheaded a series of efforts aimed at securing a congressional act recognizing the 19-county Black Belt region as a National Heritage Area, one of only 40 in the nation.

Addressing an emerging problem, two wildlife specialists held workshops to help farmers and landowners better manage feral pigs, a growing environmental menace throughout the state.

Extension food safety educators developed training to ensure that Alabama-grown produce complies with federal safety requirements—an effort that will also add value to these products.

More than 34,000 youth in Alabama have a parent or guardian in the military. Since Operation: Military Kids began last year, this program has provided more than 600 Hero Packs to the youth of deploying military personnel. These backpacks recognize the sacrifice made by the youth and contain items to help children remain in contact with the deployed parent. OMK sponsored activities at 6 Yellow Ribbon Family Prep Academy touching the lives of more than 500 youth with 4-H. Beginning in April, OMK will host 15 camps across the state and anticipates reaching 1,000 youth with this initiative. These camps will range from a special needs camp and a grief camp to our week-long Ft. Clover Camp at the 4-H Center in June.

Capitalizing on increased consumer interest in locally produced fruits and vegetables, the Alabama Cooperative Extension System conducted "Home Grown" workshops and other activities to teach clients about growing their own produce. The establishment of community gardens and a vegetable production project for high school students attending an alternative school were among other food production efforts Extension spearheaded across the state. Additional workshops were offered on freezing and canning. Extension's weekly Backyard Wisdom program on public radio included segments on home grown produce, and blogs on the subject were posted.

Goat enterprises are among the fastest-growing livestock sectors in the United States. Extension is meeting the educational needs of this expanding livestock sector with a variety of programs, including a Master Goat Herdsman program patterned after the highly successful Master Cattleman program. A joint venture between the Alabama Agricultural Experiment Station and Extension has established a year-round sustainable meat goat demonstration project that uses a variety of quality forages. Partnerships and sponsorship agreements have developed and/or expanded with a number of agencies and organizations including Goat and Sheep Producers of Alabama, Tennessee State University, the ALFA Meat Goat and Sheep Commodity Group, and many county based farm groups. Additionally, the Alabama Small Ruminants Program Resource Network was established in 2008-2009 as a collaborative effort of Alabama A&M, Auburn and Tuskegee Universities to support improved sheep and goat production in Alabama. Programs and services resulted in over 200,000 contacts with more than 60% reporting improved animal health and production.

Fire ants can be dangerous, costly, and a severe nuisance. Almost everyone in Alabama is familiar with these insects, which were accidentally introduced from South America. During the past 12 years, Alabama Extension has conducted programs including workshops and control demonstrations, with the goal of making fire ants easier to live with. Direct contact has been made with many audiences, from homeowners to fruit growers to cattle ranchers, but training trainers such as Master Gardeners, pest control specialists, and personnel from other agencies, has been a major focus of the program. Alabama Extension educators are key leaders in the Imported Fire Ant eXtension CoP.

When the housing market economy dropped, the timber and associated industries came almost to a standstill, and many workers tied to Alabama's wood products industries found themselves without jobs. In several southwest Alabama counties, the effects of this slowdown were especially harsh. Thousands of people were without jobs and looking for work. Extension provided a back-to-work program for hundreds of people in the area who had lost their jobs in the wood and wood products industry, working not only with the displaced workers but also with the new employers that might hire these people. Some of the workers had been in their jobs for more than 20 years and knew nothing about producing a resume or looking for a job, especially doing online searches and developing social media networks. Evaluations indicated that this was the best part of the workshop, second only to the job skill set development, and that 100 percent of the displaced workers developed their own job search networks.

LifeSmarts consumer education program is the result of a partnership with the National Consumer League (NCL). The online computer based program educates youth on savings, credit, financial resource management, insurance, food labels, health and more. A game show format engages youth in local, state and national competitions.

Addressing relational health has implications for not only individual and family well-being but also for productivity in the workplace and success as a community. The Alabama Community Healthy Marriage Initiative is funded by a grant from the U.S. Department of Health and Human Services and is a partnership among Alabama Extension, a consortium of State agencies, and the Alabama Family Resource Center Network. This university-community partnership is centered on broadening outreach and promoting access for our citizens to research-based information on skills and knowledge associated with healthy, stable relationships and marriages. Evaluation results from the first two years indicate significant benefit in multiple areas of individual and relational functioning. These are some of the first indicators in this field of positive changes

among an ethnically and economically diverse group of adults after participating in marriage and relationship programs. In addition, these are some of the first findings of changes in multiple dimensions of individual and couple functioning, and importantly, the first to identify changes in parenting and changes in children's social competence after participation in such programs. This evidence of improved parenting practices and enhanced social competence among children is especially noteworthy.

A First Time Home Buyer and Foreclosure Prevention program was launched in 2009 as the result of a program partnership between Alabama Cooperative Extension and the Alabama A&M University Community Development Corporation (CDC). Through this program certified extension agents provide first time home buyer education, and the CDC provides foreclosure prevention/loss mitigation. Nine agents were involved in a two year training institute and have received home ownership counselor certifications. They operate across the state.

Workforce and other career development resources such as Welcome to the Real World helped 600 youth and young adults in 8 metro regions learn career research procedures (40%), checkbook balancing (40%) and how to balance income and expenses (52%). State and regional based seminars and conferences addressed business and cooperative development, and the 2009 Urban-Rural Interface Conference focused on alternative energy sources.

### Total Actual Amount of professional FTEs/SYs for this State

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	293.0	30.5	0.0	0.0
Actual	285.8	31.4	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 Plan of Work includes several phases, which will continue yearly for the duration of the Plan. The first phase of review is 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 thorough 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 assist 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 include: 1) insure that the included programs address real needs of Alabama citizens; 2) promote the System's programmatic efforts and accomplishments to key stakeholder / clientele groups / decision makers; 3) provide guidance and assistance in obtaining statewide support for included programs; 4) identify critical issues and problems which might be best addressed by System educational outreach; and 5) expand 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 been in the form of 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 will be 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

<b>1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)</b>			
<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
6667901	1982430	0	0

<b>2. Totaled Actual dollars from Planned Programs Inputs</b>				
<b>Extension</b>			<b>Research</b>	
	<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
<b>Actual Formula</b>	4564255	1530300	0	0
<b>Actual Matching</b>	6667901	1982430	0	0
<b>Actual All Other</b>	31647976	2470243	0	0
<b>Total Actual Expended</b>	42880132	5982973	0	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from</b>				
<b>Carryover</b>				
	4564255	178271	0	0

**V. Planned Program Table of Content**

<b>S. No.</b>	<b>PROGRAM NAME</b>
1	Food Safety
2	Childhood Obesity
3	Global Food Security and Hunger
4	Climate Change
5	Sustainable Energy
6	4-H and Youth Development
7	Home Grounds, Gardening, and Home Pests
8	Forestry, Wildlife, and Natural Resources
9	Family and Child Development
10	Economic and Community Development
11	Consumer Science and Personal Financial Management
12	Commercial Horticulture
13	Agronomic Crops
14	Poultry Production and Processing
15	Aquaculture, Freshwater, and Marine Resources
16	Farm Management and Agricultural Enterprise Analysis

**V(A). Planned Program (Summary)****Program # 1****1. Name of the Planned Program**

Food Safety

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

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

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

<b>Year: 2009</b>	<b>Extension</b>		<b>Research</b>	
	<b>1862</b>	<b>1890</b>	<b>1862</b>	<b>1890</b>
Plan	11.1	0.0	0.0	0.0
Actual	10.5	0.0	0.0	0.0

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

<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
161472	0	0	0
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
244979	0	0	0
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
897915	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

In 2009 the Food Safety, Food Preservation and Food Preparation Program Priority Team (PPT) trained 2657 Food Service Workers across the state. A total of 150 classes have been taught by 9 Regional Agents in the Food Safety PPT. The

training course has a very ridged exam at the end of the course to test for knowledge comprehension of food safety principles. Of the 2657 individuals completing the course 82% were able to pass the course. Starting this year (2010) one individual most have passed the course or the food service will have 5 points deducted from their inspection score and a new facility can not open until someone on staff has completed the course. Therefore the need for more classes has been required to meet the growing needs of the Food Service Industry. From 2007 to 2009 the numbers of individuals taught by the Food Safety, Preparation and Preservation Team, have doubled yearly. 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 borne illnesses in the state of Alabama. We have seen inspection scores increase and food safety standards increase in those facilities that have completed the certification courses. 85 food processors were assisted through the Food Testing and Assistance Program. These individuals contacted the Regional Extension Agents and the Food Safety Specialist for assistance in starting their food processing businesses. We assisted them by testing their food products to assure that they qualified for processing under the minimum processing standards for "Acidified Food Products". These are products that under the FDA code are foods that have a pH under 4.6 or a water activity of less than 0.86. We also assist the beginning food processors with developing nutrition facts for their products. Over 40 food products were tested in our facilities and over 60 nutrition facts labels were generated for various food processors. We provide each food processor with assistance in the start up of their business and throughout the course of business with food processing questions. Fourteen food processors took the Better Process Control School. With this course food processors learned how to safely process their acidified foods. In 2009 we were successful in obtaining over \$500,000 worth of food processing equipment to set up a training and model processing center in Clanton Alabama. With this center we can assist farmers in further processing their fruits and vegetables to add value to their products.

## 2. Brief description of the target audience

The primary target audience is food Service workers and food processors for the two certification courses that we offer. We also offer classes to the general public concerning food safety.

### V(E). Planned Program (Outputs)

#### 1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	34000	142000	21000	87000
<b>Actual</b>	37097	1884317	15475	628105

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

##### Patent Applications Submitted

Year: 2009

Plan: 0

Actual: 0

#### Patents listed

#### 3. Publications (Standard General Output Measure)

##### Number of Peer Reviewed Publications

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	3	2

**Output #2**

**Output Measure**

- Food service workers and food processors programs targeted in the two certification classes that we offer.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	2671

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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>

**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
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	300	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

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

**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
2009	15	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The food service establishment as well as the general public will benefit from the food service worker being trained in safer food practices.

**What has been done**

Eighty-two percent of the food service workers passed the intensive certification course offered through the training of our Food Safety, Food Preservation and Food Preparation Team.

**Results**

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 borne 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 courses.

**4. Associated Knowledge Areas**

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

## **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**

Less face to face meetings are allowed due to limited funding for projects. Therefore, more assistance for the general public is done through the internet, programing such as eXtension and teleconferences.

## **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**

A rigid exam was taken by food service workers and 82% of those taking the course passed the exam and became certified. Fourteen individuals took the 8 exams required for becoming the Certified through the Better Process Control School monitored by the Food and Drug Administration.

### **Key Items of Evaluation**

A rigid exam was taken by 2657 food service workers and 82% of those taking the course passed the exam and became certified. This educational program resulted in safer food service establishments which were reflected by higher scores given following the inspections by the Alabama Department of Public Health Environmentalists. Fourteen individuals took the eight exams required for becoming the Certified through the Better Process Control School monitored by the Food and Drug Administration.

**V(A). Planned Program (Summary)**

**Program # 2**

**1. Name of the Planned Program**

Childhood Obesity

**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%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	92.3	12.0	0.0	0.0
Actual	21.7	3.3	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
334020	160443	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
506761	207846	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1806211	258990	0	0

**V(D). Planned Program (Activity)**

1. Brief description of the Activity

ETP 21H Metropolitan Health, Nutrition and Wellness. In this ETP lifestyle changes were promoted through a series of nutrition, health and physical activities, group classes, lectures, workshops, seminars, weight management, exercise and hands-

on activities.

ETP 21A Chronic Disease, Nutrition and Physical Activity and ETP 21B Healthy Families and Communities Coming Together. These ETP's focus on reducing risks for chronic diseases such as: obesity, diabetes, heart disease, arthritis and/or osteoporosis - major causes of morbidity and mortality in Alabama and disproportionately affecting the underserved. It includes presentations/exhibits for short term outcomes in knowledge gain. It includes multi-session programs to reach medium term outcomes such as motivation, social support, self-efficacy, and problem solving skills supportive of behavior change.

**2. Brief description of the target audience**

ETP 21H -The target audiences included youth, adults and the elderly with limited resources within the inner cities of Alabama's Metropolitan Statistical Areas. This was the focal audience because of the high prevalence of poverty, obesity and other chronic diseases. Providing nutrition and health education to the target audience really makes a difference.

ETP 21A Chronic Disease, Nutrition and Physical Activity and ETP 21B Healthy Families and Communities Coming Together target audience is youth, adults and communities within rural areas who have a high prevalence of chronic disease related to dietary and activity behaviors.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	160000	340000	50000	100000
<b>Actual</b>	26920	855415	27890	0

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	10	0

**Output #2**

**Output Measure**

- ETP 21H. Provided a series of nutrition education classes for Youth ages 10-18 years: increased the number of participants and conducted nutrition education classes with 10-12 years girls in a 1 week summer camp.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	0

## V(G). State Defined Outcomes

### V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>
2	<p>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.</p>

**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 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
2009	15	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
701	Nutrient Composition of Food
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
704	Nutrition and Hunger in the Population
723	Hazards to Human Health and Safety
724	Healthy Lifestyle
805	Community Institutions, Health, and Social Services

**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 Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	10	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Family focus on intergenerations: the reduction in chronic diseases within the target audiences reduces the state's financial burden for health cost. This promotes improvement in the general health and well-being of Alabama's citizen.

**What has been done**

Family focus on intergenerations: through education and health awareness the target audiences increased by 26%. Knowledge gained by 545 participants of health issues- obesity, diabetes, hypertension and coronary heart disease- survey responses was 82% based on pre-post evaluations. Nutrition knowledge gained by 224 youth showed a 42% increase indicated by pre-post evaluations.

**Results**

Lifestyle changes of healthy eating, increased physical activities and weight lost.

**4. Associated Knowledge Areas**

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

## **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**

ETP 21H -Weather conditions reduces program participation. Economy -increases in food and gas prices, limits participants ability to purchase high quality foods and make traveling more difficult. Programmatic and populations changes reduces access to programming and healthy foods.

## **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 21H - Nutrition, physical activity and chronic disease knowledge increased in 751 adults and elderly participants by 50%. Increased nutrition knowledge of summer camp girls 10-12 years by 18% and a weight lost on 393 pounds. Additionally, the nutrition knowledge of 138 other youth ages 10-18 years increased by 23%.

### **Key Items of Evaluation**

ETP 21H - Increased youth and families knowledge and skills for making healthier food choices and encouraged to be more physically active to improve their general health and well-being. Provide the tools needed promote a healthy lifestyle.

**V(A). Planned Program (Summary)****Program # 3****1. Name of the Planned Program**

Global Food Security and Hunger

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

<b>KA Code</b>	<b>Knowledge Area</b>	<b>%1862 Extension</b>	<b>%1890 Extension</b>	<b>%1862 Research</b>	<b>%1890 Research</b>
301	Reproductive Performance of Animals	10%	10%		
302	Nutrient Utilization in Animals	20%	20%		
303	Genetic Improvement of Animals	20%	20%		
307	Animal Management Systems	20%	20%		
311	Animal Diseases	20%	20%		
315	Animal Welfare/Well-Being and Protection	10%	10%		
	<b>Total</b>	100%	100%		

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

<b>Year: 2009</b>	<b>Extension</b>		<b>Research</b>	
	<b>1862</b>	<b>1890</b>	<b>1862</b>	<b>1890</b>
Plan	22.6	2.3	0.0	0.0
Actual	22.4	4.1	0.0	0.0

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

<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
345308	201407	0	0
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
522623	260912	0	0
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
3516711	325115	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

ETP 11A - Dogs as Companion Animals

One (1) dog obedience training camp was conducted in 2009. This outreach education activity consisted of obedience training, talent and costume show, followed by fun and games. The obedience training session began by sitting down and talking to youth about their dog's breed, societal role, and behavioral tendencies. Other events involving Extension educators included the annual "Bark in the Park" fund raiser. The event, which was held at Spring Park in Tuscumbia, Alabama, served as a venue

to learn about responsible dog ownership and dog adoption.

#### ETP 11B - Goat, Sheep and Rabbit Production Systems

Four (4) county workshops, two (2) regional field days, one (1) statewide symposium and one (1) statewide conference were conducted in 2009. These outreach activities placed emphasis on sheep and goat production systems and focused on areas such as sustainable production, multispecies grazing, forage quality, reproductive management, selection of dairy goats, structure and healthcare of the doe's mammary gland, use of FAMACHA chart, and marketing aspects. Other activities conducted by Extension educators included a producer tour to Tennessee State University's Research Farm in Nashville. Besides carrying out a range of outreach activities, Extension specialists conducted gastrointestinal parasite trainings in Sullivan County, Tennessee and Greene County, Mississippi.

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

Beef cattle producers must be able to document and interpret production information for economically important traits. This is the basis for sound genetic selection decisions. Two major educational programs were conducted primarily for seedstock producers in 2009. Additionally, 3 bull sales and 4 heifer sales were organized, offering superior genetics to all producers. Commercial producers received assistance in analyzing production records, a commercial heifer development program was established and carcass data collected on 500 hd of AL born feeder calves.

#### ETP 11H - Forage based Livestock Production

A statewide forage conference was held attracting 300 people from 8 states. Emphasis was placed on proper management of forages to decrease fertilized and stored feed needs. Additional regional forage meetings were held including grazing schools and incorporation of legumes. Over 60 articles were written, along with 6 timely information sheets.

#### ETP 11M - Master Meat Goat Herdsman Program

Three (3) Master Meat Goat Herdsman Programs, averaging 3 days in duration each, were conducted. These comprehensive training activities addressed topics such as feeding and nutrition, forage and pasture management, health management, meat quality assurance, FAMACHA and parasite control, individual body condition and scoring, facilities and fencing, predators and predation, financial management, and marketing. The programs included presentations and demonstrations by in- and out-of-state experts from academia and state and federal government.

## 2. Brief description of the target audience

The primary target audience was livestock and forage producers and youth interested in learning more about animal agriculture. Attention was also given to equine owners, especially in forage management. Secondary target audience was consumers of lamb and goat meat products concerned with dietary cholesterol 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

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	92000	320000	12000	40000
<b>Actual</b>	13258	431049	2261	74609

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

##### Patent Applications Submitted

Year: 2009  
Plan: 0  
Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

<b>2009</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
<b>Actual</b>	7	0	7

**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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	7	9

**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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>When: If this was a one-time event, the date it occurred. If it was a series of events, or an on-going program, when it began.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>

**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 Measure

**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 Measure

**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.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	12	549

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

ETP 11A - Dogs as Companion Animals

Dogs as companion animals cannot be matched in their loyalty, devotion and friendship to humankind. However,

the decision to own a dog comes with responsibility and a long-term commitment. Someone with unrealistic expectations of the time, effort, and money required to sustain a lifelong relationship with a dog will aggravate the problem of unwanted pets. To ensure that people are prepared to provide a home for the lifespan of the dog and to prevent the dog from becoming a nuisance or a menace to the community, educational resources in dog science (nutrition, health, behavior, breeding, etc.) and dog obedience training were needed.

#### ETP 11B - Goat, Sheep and Rabbit Production Systems

Consumer demand for lamb and goat meat is rising and many farmers are raising small ruminants as a way to diversify their products and bring additional income to their operations. Given that there are not enough sheep and goats produced in the U.S., farmers in Alabama have a tremendous potential to expand and supply some of the growing demand for lamb and goat meat. However, to ensure that farmers improve the efficiency of lamb and goat production and enhance their profitability and competitiveness in the national and world markets, educational resources in alternative animal production and technological advances were needed.

#### ETP 11M - Master Meat Goat Herdsman Program

Goat meat is the most consumed red meat throughout the world. As the immigrant population continues to rise in America, meat goat production remains one of the fastest growing agricultural enterprises within the livestock industry. Due to its forage abundance and large concentrations of populations who have a preference and demand for goat meat, the Southeast has a competitive advantage on meat goat production. These factors also provide economic opportunities for pre-existing and limited-resource farmers, while "peaking the interest" of potential goat producers. However, to ensure their operations are sustainable and profitable for years to come, producers needed a comprehensive educational training program.

### **What has been done**

#### ETP 11A - Dogs as Companion Animals

In 2009, the Alabama Cooperative Extension System continued its commitment to help existing and future dog owners raise happy, healthy, safe, well-behaved dogs; to promote the adoption of companion dogs into stable, loving homes; to promote dog ownership as a long-term commitment; to partner with dog-related organizations for the purpose of reducing the population of unwanted dogs through adoption, spay/neuter surgery and educational programs; and to further educate the general public regarding the physical, physiological and psychological benefits of the human-dog relationship. Besides the events carried out (See Planned Program Activities), Extension specialists developed one (1) new numbered publication on dogs. This publication, which is available in print and on our ACES website ([www.aces.edu](http://www.aces.edu)) under Urban Affairs and New Nontraditional Programs (Urban and Nontraditional Animal Science), is listed below:

#### UNP-0120 Fundamentals of Puppy Ownership

#### ETP 11B - Goat, Sheep and Rabbit Production Systems

In an effort to help Alabama small ruminant producers manage their animals and improve the profitability of their operation, the Alabama Cooperative Extension System provided broadly-based and objective information about small ruminants and their impact on Alabama's economy and natural resources. Besides carrying out an array of outreach activities (See Planned Program Activities), Extension specialists developed six (6) new numbered publications on goats. These publications, which are available in print and on our ACES website ([www.aces.edu](http://www.aces.edu)) under Urban Affairs and New Nontraditional Programs (Urban and Nontraditional Animal Science), are listed below:

#### UNP-0062 Basic Meat Goat Nutrition

#### UNP-0106 Pregnancy Toxemia (Ketosis) in Goats

#### UNP-0107 Biology of Reproduction of Goats

#### UNP-0109 Coccidiosis in Goats and Prevention

#### UNP-0110 Criteria to Select Goat Breeding Stock

#### UNP-0123 Goat Cuisine: A Culinary Delight

#### ETP 11M - Master Meat Goat Herdsman Program

In an effort to help Alabama limited-resource farmers and pre-existing and potential goat producers manage their animals and improve the profitability of their operation, the Alabama Cooperative Extension System (ACES) provided broadly-based and objective information about meat goats and their impact on Alabama's economy and natural resources. Besides carrying out a series of training activities (See Planned Program Activities), Extension

specialists developed and distributed to audiences a training manual and its accompanying CD containing all of ACES numbered publications on goats and Power Point Presentations of expert speakers.

## Results

### ETP 11A - Dogs as Companion Animals

Nine (9) 4-Hers, who attended the dog obedience training camp in Lauderdale County, learned how to teach their dogs to walk on a leash, sit, lie down, and come when called. A hundred plus participants, who attended the annual "Bark in the Park" fund raiser, paid a twelve-dollar entry fee and received a packet containing educational information for them and goodies for their dogs. Funds raised benefited the Northwest Herding Dog Rescue and North Alabama Spay/Neuter Assistance Association.

In 2009, ten (10) dog publications available online at [www.aces.edu/pubs](http://www.aces.edu/pubs) saw up to 47,771 distinct visits averaging 154 seconds in visit duration. According to Nielsen Online, the average user spends 57 seconds on a web page.

Although there are still millions of companion dogs surrendered to U.S. shelters and euthanized each year due to irresponsible ownership and breeding, towns and cities that have planned and implemented sterilization, adoption and education programs have seen a significant decline in the number of unwanted companion animals euthanized.

As this project advances and Extension agent involvement increases, this ETP shall be able to capture greater impacts of responsible dog ownership and the benefits of dog companionship to both youth and adults.

### ETP 11B - Goat, Sheep and Rabbit Production Systems

Alabama small ruminant producers have become more knowledgeable and stayed open to new and different management practices that allowed their operations to be more productive and profitable. Sign-in sheets showed that a total of 503 goat and sheep producers attended educational activities carried out and/or sponsored by ACES. Post surveys indicated that 92% of the participants gained knowledge as a result of the educational activities. Moreover, 83% of the participants reported improvements in herd health and production efficiency, and 75% reported increases in profitability ranging from 5 to 18%.

In 2009, forty (40) small ruminant publications available online at [www.aces.edu/pubs](http://www.aces.edu/pubs) saw up to 64,055 distinct visits averaging 99 seconds in visit duration. According to Nielsen Online, the average user spends 57 seconds on a web page.

The Small Ruminant Program of ACES plans to continue to provide leadership in this particular program area and to be the premier lifelong education network that helps Alabama farmers improve the efficiency of lamb and goat production.

### ETP 11M - Master Meat Goat Herdsman Program

Alabama meat goat farmers have become more knowledgeable and stayed open to new and different management practices that allowed their operations to be more productive and profitable. Sign-in sheets showed that a total of 37 meat goat farmers attended the comprehensive training program carried out by ACES. Post surveys indicated that 100% of the participants agreed that the program was very helpful. Furthermore, 100% of the participants felt that, as a result of the program, their knowledge base regarding feeding and nutrition, facilities and fencing, and predators and predations had been significantly increased. Approximately 80% of the participants felt that, as a result of the program, their knowledge base regarding herd health and parasite management, forages and pasture management, and marketing had been somewhat increased.

A quote from the program sums up attitude and approach by saying "Sustainable meat goat production requires a comprehensive approach. The Alabama Cooperative Extension System recognizes this fact by providing a state-wide, comprehensive educational program designed to best serve the meat goat industry".

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
301	Reproductive Performance of Animals

302	Nutrient Utilization in Animals
303	Genetic Improvement of Animals
307	Animal Management Systems
311	Animal Diseases
315	Animal Welfare/Well-Being and Protection

#### **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**

In 2009, after 3 years of drought, producers experienced significant moisture which impacted forage quality. This also impeded producers from planting winter annuals, thus impacting the amount of stored feed needed to winter livestock.

Additionally, the economic woes of the American economy also significantly impacted program attendance. Agents had difficulty in obtaining critical mass of producers to participate in scheduled programmatic efforts. Producers were cutting costs in any manner possible. In some cases (e.g. dairy producers), producers saw gross revenue cut in half due to the milk price/cwt. Beef and swine producers saw a 10 to 20% reduction of prices received for livestock at market. Equine owners saw animal value decline to almost 0 because of the continued U.S. horse slaughter ban.

Sheep and goat farmers as well as 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, additional training activities focusing on small ruminant biology and production and dog science, obedience training, and responsible ownership must be made available to all interested individuals across Alabama. Hence, future plans include promoting participation of other Extension professionals and increasing the number of outreach educational activities, particularly in South Alabama.

#### **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 obedience training and responsible ownership.

###### **ETP 11B - Goat, Sheep and Rabbit Production Systems**

Increased knowledge of key production management practices.

Improved efficiency of production.

Improved animal health and well-being.

Increased marketing and profitability.

###### **ETP 11C - Beef Cattle Performance Programs to Enhance Profitability**

Improved knowledge of purebred marketing and data collection.  
Improved knowledge of current genetic defects impacting beef cattle populations.  
Increased marketing opportunities and profitability.

ETP 11M - Master Meat Goat Herdsman Program

Increased knowledge of meat goat science and production.

**Key Items of Evaluation**

ETP 11A - Dogs as Companion Animals

As a result of the activities, 9 program participants (youth) gained knowledge of dog obedience training and responsible ownership.

ETP 11B - Goat, Sheep and Rabbit Production Systems

As a result of the activities, 463 program participants gained knowledge of key production management practices.

As a result of the activities, 417 program participants observed improved production efficiency.

As a result of the activities, 417 program participants observed improved animal health and well-being.

As a result of the activities, 377 program participants reported increased profitability rates ranging from 5 to 18 percent.

ETP 11C - Beef Cattle Performance Programs to Enhance Profitability

From the commercial cattle records processed, feeder cattle continue to average 550 lbs at weaning with a 5.7 frame score, which is moderate and acceptable in the U.S. Beef Industry.

Alabama born feeder cattle fed and harvested in the Midwest continue to perform on par or above to all cattle harvested in the U.S.

One-hundred forty-nine (149) buyers of bulls and replacement heifers should receive a \$219,600 benefit over buying cattle with no performance information.

ETP 11M - Master Meat Goat Herdsman Program

As a result of the activities, 37 program participants gained knowledge of meat goat science and production.

**V(A). Planned Program (Summary)**

**Program # 4**

**1. Name of the Planned Program**

Climate Change

**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%		
132	Weather and Climate	50%	50%		
205	Plant Management Systems	20%	20%		
605	Natural Resource and Environmental Economics	5%	5%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	0.8	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
11560	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
17497	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
87587	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

1. Agro-climatic Workshop. The goal was to introduce the participants to the use of agroclimatic decision support tools as a strategy to reduce production risks associated with climate variability.
2. Formal Presentations about Climate variability in the Southeast and its relation to El Nino (warm phase of ENSO) or la Nina.
3. Develop of a video on the use of a web-based decision tool to monitor Growing Degree Days ([http://www.youtube.com/watch?v=cu7d5BGit48&hl=en\\_US&fs=1&](http://www.youtube.com/watch?v=cu7d5BGit48&hl=en_US&fs=1&)).
4. Publication of climate articles in new letters focused on grain crops management.

**2. Brief description of the target audience**

The target audience was:

1) row crop producers, and 2) row crop and fruit-vegetable advisors including ACES agents and specialists, public and private crops advisors.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>Actual</b>	320	904	0	0

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

**Patent Applications Submitted**

Year: 2009

Plan:

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>			
<b>Actual</b>	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
2009	{No Data Entered}	1

**Output #2**

**Output Measure**

- The Climate Change educational program generated 10 in-state presentations, 1 educational video, and 1 workshop

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	3

**Output #3**

**Output Measure**

- The extension program in Climate variability and climate change reached over 300 growers/crop consultants, 10 grower meetings, 1 workshop, and 1 exhibit (230 participants).

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	4

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Members of the ACES Climate Change team will be required to provide a success story on an annual basis describing the program activity which they felt best demonstrated the impacts of their work. These success stories contain the following elements: 1) why the program was conducted or the situation/problem that was addressed; 2) specifically what and how it was done; 3) the time period involved; 4) the specific locations involved; 5) who was impacted; 6) how many people were served; and 7) the final impacts.

**Outcome #1****1. Outcome Measures**

Members of the ACES Climate Change team will be required to provide a success story on an annual basis describing the program activity which they felt best demonstrated the impacts of their work. These success stories contain the following elements: 1) why the program was conducted or the situation/problem that was addressed; 2) specifically what and how it was done; 3) the time period involved; 4) the specific locations involved; 5) who was impacted; 6) how many people were served; and 7) the final impacts.

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	3000

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

- Farmers
- Crops consultants
- Commodity groups
- Extension specialist and agents.

**What has been done**

Over the past year, over 12 production meetings, one in-service training and one workshop were held across the state with discussions on the impact of climate variability on agriculture and web-based tools that can be used by the farmers to reduce risks. News letters have been used to transfer climate information. An educational video was developed to educate stakeholders on the use of web-based agroclimatic tools.

**Results**

- Increased level of knowledge on climate and weather, and climate variability as well as potential impacts on agriculture.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)

**Brief Explanation**

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

1. Evaluation Studies Planned

**Evaluation Results**

**Key Items of Evaluation**

**V(A). Planned Program (Summary)**

**Program # 5**

**1. Name of the Planned Program**

Sustainable Energy

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
211	Insects, Mites, and Other Arthropods Affecting Plants	20%	0%		
212	Pathogens and Nematodes Affecting Plants	20%	0%		
402	Engineering Systems and Equipment	5%	0%		
405	Drainage and Irrigation Systems and Facilities	5%	0%		
602	Business Management, Finance, and Taxation	25%	0%		
603	Market Economics	25%	0%		
<b>Total</b>		100%	0%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	1.0	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
15415	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
23331	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
116792	0	0	0

**V(D). Planned Program (Activity)**

1. Brief description of the Activity

1. Conducted feedstock disease control and insect control field test.
2. Conducted feedstock energy efficient irrigation demonstration.
3. Worked with Alabama municipalities to produce biodiesel from used cooking oil.
4. Wrote "Alabama Home Energy Options" timely information sheet.

5. Produced 4 energy videos and Alabama Energy web page.

**2. Brief description of the target audience**

1. Feedstock producers.
2. Alabama municipal fleets.
3. Alabama homeowners.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>Actual</b>	1360	5000	0	0

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

**Patent Applications Submitted**

Year: 2009

Plan:

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>			
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Total energy savings for the two growing seasons of the Energy saved for two years of this project was 19,788 gallons of diesel fuel.

Year	Target	Actual
2009	{No Data Entered}	19788

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel. Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.
2	Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel. Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

**Outcome #1**

**1. Outcome Measures**

Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel. Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	19788

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
405	Drainage and Irrigation Systems and Facilities

**Outcome #2**

**1. Outcome Measures**

Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel. Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
------	---------------------	--------

2009 {No Data Entered} 0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Six farmers in five North Alabama counties participated in this project with a total of 809 acres irrigated with low pressure nozzles. All the project farmers said they were satisfied with the energy savings and crop performance with the low pressure nozzles.

Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel.

Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

A presentation detailing this project was made at The Alabama Precision Agriculture Field Day and Tour, The Alabama Soybean and Corn Association Annual meeting and will be presented in December at The Alabama Precision Agriculture Conference.

A video was produced about the project that can be viewed online at <http://farmenergy.blogspot.com>.

**What has been done**

Six farmers in five North Alabama counties participated in this project with a total of 809 acres irrigated with low pressure nozzles. All the project farmers said they were satisfied with the energy savings and crop performance with the low pressure nozzles.

**Results**

Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel.

Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

A presentation detailing this project was made at The Alabama Precision Agriculture Field Day and Tour, The Alabama Soybean and Corn Association Annual meeting and will be presented in December at The Alabama Precision Agriculture Conference.

A video was produced about the project that can be viewed online at <http://farmenergy.blogspot.com>.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
405	Drainage and Irrigation Systems and Facilities

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes

**Brief Explanation**

Untimely rains hindered feedstock production.

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

## 1. Evaluation Studies Planned

- Comparisons between program participants (individuals, group, organizations) and non-participants

## Evaluation Results

### Estimated Energy Savings

Six farmers in five North Alabama counties participated in this project with a total of 809 acres irrigated with low pressure nozzles. All the project farmers said they were satisfied with the energy savings and crop performance with the low pressure nozzles.

Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel.

Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

A presentation detailing this project was made at The Alabama Precision Agriculture Field Day and Tour, The Alabama Soybean and Corn Association Annual meeting and will be presented in December at The Alabama Precision Agriculture Conference.

A video was produced about the project that can be viewed online at <http://farmenergy.blogspot.com>.

## Key Items of Evaluation

### Estimated Energy Savings

Total energy savings for the two growing seasons of the project was 19,788 gallons of diesel fuel.

Over the projected 20 year life of the low pressure nozzles on the projects 809 acres, an estimated energy savings of 197,881 gallons of diesel fuel can be expected.

**V(A). Planned Program (Summary)**

**Program # 6**

**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%	20%		
802	Human Development and Family Well-Being	20%	20%		
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%	10%		
806	Youth Development	50%	50%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	47.0	32.2	0.0	0.0
Actual	75.9	5.4	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
1318580	264803	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1770628	343040	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5705603	427451	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The primary activities in this area are 8 statewide Extension Team Projects. These are:

- ETP22A - 4-H Volunteerism
- ETP22B - 4-H Science Explorations
- ETP22C - 4-H Healthy Lifestyles
- ETP22C3 - 4-H T.G.I.F. (Teens Getting Involved for the Future)



2009

14

8

**Output #2****Output Measure**

- ETP 22E Youth Leadership and Community Service Learning was implemented to provide youth with support, peer and community networks and leadership skills that would enable them to make meaning community contributions and to have an effective lifelong journey of leadership, service, and healthy living. Health living is promoted through the Health Rocks! program, a granted supported project that promotes healthy living with an emphasis on the prevention of illicit drug and substance usage among youth.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	2500

**Output #3****Output Measure**

- ETP 22F 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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	700

**Output #4****Output Measure**

- ETP 22G 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. The VIP program encompasses the Alabama A&M University Service Learning Network.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	731

## 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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3	Urban Regional Extension Agents conducted youth leadership programs throughout multi-county areas with the state targeting urban youth utilizing the Health Rocks! Intermediate curriculum.
4	The Teens Making Impact goals for teen participants were accomplished as outlined including, the improvement in life coping skills for personal growth and development to meet daily challenges, development of positive decision making skills, increased social and psychological skills, and enhanced academic performance. Additionally the 2nd Annual Teens and Tweens Conference was held as a culminating event for participants enrolled in the TMI program for 2009.
5	The Volunteer in Urban Programs (VIP) was implemented to recruit, enroll, and train volunteers through a structured program that captures the value of volunteer services. The AAMU Service Learning network serves as an integral part of the program.

**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
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	1500	2897

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Volunteerism matters to youth, to the volunteers, and to our stakeholders because it allows us to leverage resources to expand positive youth development opportunities.

**What has been done**

27 4-H Regional Extension Agents emphasize the use of volunteerism to expand programming beyond what would be possible if only paid professionals deliver programming.

**Results**

2897 volunteers worked 75,081 hours valued at \$20.25 per hour for a total value of \$1,520,390.00 or 30 FTEs at starting salary levels.

**4. Associated Knowledge Areas**

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

### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	40	183

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Youth, Volunteers, and internal and external stakeholders (funders) care because 4-H is helping Alabama youth learn citizenship, leadership, and lifeskills. 4-H is working to help youth explore science and become citizen scientists.

#### What has been done

Alabama 4-H provides positive youth development through in-school clubs, in-school enrichment, community-based clubs, and community-based enrichment. Programs support Extension Team Projects and National 4-H Mission Mandates.

#### Results

Youth are learning leadership, citizenship, and lifeskills and experiencing positive youth development per success stories posted to the ACES ETP reporting system.

## 4. Associated Knowledge Areas

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

**Outcome #3****1. Outcome Measures**

Urban Regional Extension Agents conducted youth leadership programs throughout multi-county areas with the state targeting urban youth utilizing the Health Rocks! Intermediate curriculum.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	2500

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In an effort to address the negative effects of drug, alcohol and tobacco usage among middle school age youth, the Health Rocks program was implemented as a leadership program, utilizing youth and adults as partners to educate this audience.

**What has been done**

Over 2500 youth were taught a minimum of 10 hours of lessons on Health Rocks to curtail illicit drug usage in various identified communities.

**Results**

Currently, participants' surveys are being analyzed to determine extent of impact; however, success stories are also used to determine program impact and may be found on ACES Intranet for 2009.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #4****1. Outcome Measures**

The Teens Making Impact goals for teen participants were accomplished as outlined including, the improvement in life coping skills for personal growth and development to meet daily challenges, development of positive decision making skills, increased social and psychological skills, and enhanced academic performance. Additionally the 2nd Annual Teens and Tweens Conference was held as a culminating event for participants enrolled in the TMI program for 2009.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	700

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Youth are constantly receiving an overload of negative messages via technology, various media sources, and peer acquaintances. Communities and schools benefit when youth are engaged in positive life skill development programs such as Teens Making Impact.

**What has been done**

Results from data provided by seven Regional Extension Agents included: More than 700 youth attended and participated in a series of five TMI lessons. Approximately, 125 teens and tweens attended the Teens and Tweens conference from Butler, Colbert, Lauderdale, Limestone, Madison, Mobile, Monroe, Tuscaloosa, Montgomery, Madison, Lawrence, and Morgan counties. Conference topics included, internet safety, physical fitness,youth and the law,nutrition, youth entrepreneurship,and etiquette as well as adult/volunteer workshops.

**Results**

Based on TMI program evaluations; 88% of teens improved in decision making skills; 70% improved in public speaking skills; 71% improved skills for interviewing and collecting data; and 90% improved skills in practicing acceptable social behavior.Results of 2009 Teens and Tweens Empowerment Conference evaluation:

As a result of your involvement in this conference, your ability to:

Set goals for yourself to achieve has:

8% Not Increased 17% Increased a little 36% Increased some 39% Increased A Lot

Appreciate the difference in others has:

9% Not Increased 18% Increased a little 44% Increased some 29% Increased A Lot

Show respect for others and their feelings has:

11% Not Increased 14% Increased a little 35% Increased some 40% Increased A Lot

Listen to what others have to say has:

9% Not Increased 13% Increased a little 41 % Increased some 37% Increased A Lot

Work toward a career interest has:

9% Not Increased 9% Increased a little 32% Increased some 50% Increased A Lot

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #5**

**1. Outcome Measures**

The Volunteer in Urban Programs (VIP) was implemented to recruit, enroll, and train volunteers through a structured program that captures the value of volunteer services. The AAMU Service Learning network serves as an integral part of the program.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	731

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Volunteers are vital community assets. Through their service, the educational outreach for Extension programming is maximized. Volunteer support is strongly encouraged by external funding sources.

**What has been done**

Through VIP, a total of 20,865 hours were generated in volunteer service. A total of 731 volunteers were involved in urban programming valuing at \$422,506. A total of 1959 student volunteer participated in the AAMU Network in the Fall and Spring semesters of 2009.

**Results**

Increased educational outreach awareness; Increased Volunteer service captured through FTEs; Improved organizational involvement; and served as an increase for overall volunteer participation in Urban programs by 68%. Increased availability of services to special needs audiences.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

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

**Brief Explanation**

Goals were met but reduced appropriations has reduced some positions and resulted in programming

decisions relative to prioritizing and resource allocations. Programmatic challenges are often increased due to the demand in seeking external funding.

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

### **1. Evaluation Studies Planned**

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

## **Evaluation Results**

Healthy Living: Self-reported perceived positive effect on knowledge, ability and actions is:

69.3% of youth: Make healthy food choices

73.3% of youth: More active everyday

76.9% of youth: Accept a variety of body shapes and sizes

79.3% of youth: Choose activities that will make me healthier

73.3% of youth: Avoid risky behaviors (like "making poor food choices" and "inactivity")

Citizenship and Leadership:

49.1% of youth: Can determine a balanced diet based on my pyramid guidelines

76.9% of youth: Get the right amount of exercise

91.7% of youth: Understand the need for 60 minutes of exercise a day and that exercise can be fun

94.1% of youth: Know the importance of everyday exercise

76.8% of youth: Know it is important to watch food portions

90.9% of youth: Wash hands to keep healthy

93.2% of youth: Understand that self-esteem is important for healthy living

81.1% of youth: Know how to be polite and use proper (table) manners

100% of youth: Improved interview skills

92.3% of youth: Improved appearance

69.2% of youth: Understand leadership

94.5% of youth: Become more confident

94.4% of youth: Present self in a positive manner

95.4% of youth: Wash hands before I eat

100% of youth: Model healthy relationships among peers and family

85.4% of youth: Identify career choices

68.7% of youth: Identify problems using cell phones while driving

82.3% of youth: Know not to drink and drive

67.6% of youth: Identify several unusual fruits and vegetables

55.9% - youth: Name several household products made from trees

90% - youth: Name several household products made from cows

64.7% - youth: Know how to look for international products in the market

73.6% - youth: Understand that poison sometimes looks like food or drink items

79.5% - youth: Observe, compare, and make decisions on products that I might buy

67.3% - youth: Know that a serving of meat is about the size of a deck of cards

65.8% - youth: Know why there are sometimes two forks at a table setting

49.5% - youth: Know what food group peanut butter is in

100% - Adult perceived positive youth ability

89.7% - youth: Help family with food costs

69.7% - youth: Can identify the consequences of money management decisions

Creative Arts:

69% of youth: Use props to tell a short story

75% - youth: Use good artistic techniques

73% - youth: Communicate through words, artwork, pictures or other ways

70% - youth: Feel comfortable performing front of my classmates

71% - youth: Better communicator

81% - youth: Like to do photography, music, theatre, and other 4-H arts activities

62% - youth: Can talk in front of a group and express my thoughts

73% - youth: Are more creative

Success has been determined by assessing youth's self-reported perceived positive effect on knowledge, ability, and actions are:

80% of youth: Make better decisions

71% of youth: Better communicators

66% of youth: Better at solving problems

70% of youth: Work better with others

75% of youth: Understand hunger is an issue in Alabama and the world

90% of youth: Understand the role of youth as citizens

71% of youth: Know the different departments in the Executive Branch

67% of youth: Know how the executive branch works

77% of youth: Know how the work of the executive branch affects communities

76% of youth: Identify needs of community

52% of youth: Practice leadership and citizenship

47% of youth: Make a difference in the fight against hunger

91% of youth: Define and practice gratitude and respect

60% of youth: Settle disagreements in non-hurtful ways

77% of youth: Explain the 4-H Pledge

90% of youth: Listen to different ideas

82% of youth: Work with others

83% of youth: Plan how to do things

100% of youth: make choices about what like

60% of youth: Settle disagreements in non-hurtful ways

81% of youth: Recognize that having fun with an activity is more important than being the first to do the activity

81% of youth: Learned a new skill

77% of youth: Learned how to deal with different people

95% of youth: Feel good about myself and my accomplishments

45% of youth: Have more respect for people who don't agree with me about something

85% of youth: Can think in different ways to complete a project

72% of youth: Made friends with kids that are different from me

63% of youth: Explain the history of the 4-H Colors, Pledge, and Emblem

82% of youth: Helped others through my participation and efforts

70% of youth: Know what the H's in 4-H stand for

100% of youth: Made diverse friends

73% of youth: Believe that my friends care about me

73% of youth: Will share what I learned with others

80% of youth: Make better decisions

83% of youth: Think about different ways to complete a task or project

80% of youth: Can make a plan and stick with it

91% of youth: Have a skill I am proud of

80% of youth: Make good choices

83% of youth: Want to make a difference in my church, school, or community

83% of youth: Look for ways to help others

82% of youth: Feel like my friends listen and care about me

72% of youth: Feel comfortable sharing my ideas with adults

83% of youth: Understand the benefits of challenging my abilities

75% of youth: Recognize that having fun with an activity is more important than winning or losing

72% of youth: Have better reasoning skills

79% of youth: Know how to figure out when a decision is good or bad

79% of youth: Listen better to what others say

86% of youth: Follow instructions

74% of youth: Do the right thing when it goes against what my friends are doing

76% of youth: Can predict what will happen if I do not do the things I need to do  
64% of youth: Have accepted more responsibility  
81% of youth: Can set goals for what I want to do  
89% of youth: Work to have a positive attitude  
21% of youth: Have a more positive attitude towards kids who don't look like me  
72% of youth: Offer encouragement to others rather than put-downs  
Science Explorations:

Success has been determined by assessing youth, volunteer and staff perceptions of program impact. The average responses of those who agreed or strongly agreed with the following statements or said always or usually about those statements are as follows:

I learn things that help me make better decisions  
79.9  
Helped me become a better communicator  
71  
Helped me know more about problem solving  
65.9  
Helped me to work better with others  
70.38  
Helped me to measure distance, size, temperature, time, etc.  
45.4  
I've learned how to try out or test what I've learned to see if it is true or that it works  
65.6  
Helped me to learn how to use equipment (Magnifying glass)  
30.8  
Helped me to learn how to use equipment (thermometer)  
42.8  
Helped me to learn how to use equipment (biltmore stick)  
100  
I can identify common wildlife species  
87.2  
I know what an ecosystem is  
85.1  
I know what an omnivore is  
74.6  
I know what a predator is  
79.2  
Think about different ways to complete a task or project  
77.7  
I can make a plan and stick with it  
80.2  
I have a skill I am proud of  
90.9  
I make good choices  
79.7  
I want to make a difference in my church, school, or community  
82.4  
I look for ways to help others  
83.15  
I feel like my friends listen and care about me  
82.2  
I feel comfortable sharing my ideas with adults  
72  
Helped me to know more about solving problems  
67.3

I better understand Alabama's natural resources  
38.1  
I want to be a guardian of those natural resources  
36.9  
I learned to do something new  
86.5  
I had fun  
86.7  
I want to share what I did or what I learned  
75.6  
I enjoy working with other people in a group  
96.9  
I would like to do photography, music, theatre, and other 4-H arts activities  
80.8  
I enjoyed and learned from 4-H meetings this year  
89.1  
I look for ways to help save energy  
80.5  
Can identify alternative energy resources  
68.4  
Know which lightbulb is more energy efficient-"regular" (incandescent) or "curly-cue" (compact fluorescent)  
83  
I know at least three types of fuel- other than gasoline or diesel- that can run cars and trucks  
74.3  
I know that renewable energy sources will always be available  
80.8  
I know that non-renewable energy sources come out of the ground  
74.8  
I know that both renewable and non-renewable sources can be converted to make electricity  
81.4  
Will be more active everyday  
73.3  
Will make healthy food choices  
69.3  
Accept a variety of body shapes and sizes  
76.9  
Will choose activities that will make me healthier  
79.3  
Will avoid risky behaviors (like "making poor food choices" and "inactivity")  
73.3  
I can determine a balanced diet based on my pyramid guidelines  
49.1  
I can get the right amount of exercise  
76.9  
I know I need 60 minutes of exercise a day and that exercise can be fun  
91.7  
I know the importance of everyday exercise  
94.1  
I know it is important to watch food portions  
76.8  
I wash my hands to keep healthy  
90.9  
I can identify common tree species  
100  
Know how many paces it takes for me to go 100 feet  
83.7

I can figure out if a tree is healthy  
73.7  
I can measure a tree's board feet and determine its value  
95.8  
JMG helped me to learn the importance of gardening  
72.8  
I can make better decisions about the environment  
91.5  
I have a better understanding of the importance of plants and animals  
84.4  
I better understand the connection between growing food and the environment  
78.7  
I better understand the benefits of challenging my abilities  
81.7  
I have a better understanding of the importance of clean water  
86.7  
I understand why trees are important to the environment  
93.2  
I understand that what I do everyday affects plants, trees, and animals  
73.1  
I understand that animals need food, water, and shelter to survive  
97.2  
Recognize the benefits of taking turns talking  
87.1  
I can be a better steward of the land  
76.8  
Recognize that having fun with an activity is more important than winning or losing  
75.2  
Have better reasoning skills  
72.3  
Know how to figure out when a decision is good or bad  
78.8  
Listen better to what others say  
79.4  
Do a better job of following instructions  
85.8  
Do the right thing when it goes against what my friends are doing  
74.3  
Private forest landowners are important  
89.3  
Forests provide many resources  
89.3  
Natural resources should be used wisely  
78.6  
Forest Management includes timber harvest  
75  
Shooting Sports helped me to learn how to use equipment (firearm or bow)  
91.3  
I can shoot a firearm or bow safely  
95.9  
I know the range rules and commands  
94.1  
I can shoot a good "group" of shots  
88.9  
I can clean a firearm or take care of a bow  
86.5  
I can define and practice gratitude and respect

90.9  
Can predict what will happen if I do not do the things I need to do  
75.9  
I can talk in front of a group and express my thoughts  
62.4  
I have accepted more responsibility  
63.6  
I can set goals for what I want to do  
80.84  
I know that self-esteem is important for healthy living  
93.2  
I work to have a positive attitude  
88.8  
I have a more positive attitude towards kids who don't look like me  
61  
I can settle disagreements in ways that are not too hurtful  
60.6  
I offer encouragement to others rather than put-downs  
71.9  
I am more creative  
73.3  
I can identify several unusual fruits and vegetables  
67.6  
I can name several household products made from trees  
55.9  
I can name several household products made from cows  
73.6  
I know the difference in types of soils  
58.8  
I know why and how to avoid fire ants  
50  
I know how to look for international products in the market  
64.7  
I can identify electric conductors and insulators  
61.8  
I know facts about wild turkeys  
70.6  
I know the difference between carnivores, herbivores, and omnivores  
67.6  
I can identify native wildlife by its skin or skull  
76.4  
I can build and fly a simple kite  
55.8  
I understand why it is important to use sunscreen  
68.1  
I understand that poison sometimes looks like food or drink items  
73.6  
I can name and describe several dinosaurs  
76.5  
I can build and launch a simple rocket  
88.2  
I can describe how a surfactant works  
61.8  
I can use props to tell a short story  
58.9  
I can name alternative sources of energy  
62.1

I know that many types of birds migrate through Walker County every spring and fall  
82.9  
I can identify several wild animals that are naïve to Alabama  
77.5  
I know that insects have four different mouth types  
67.5  
I can describe a water molecule  
63.9  
I can design, construct, and launch a straw rocket  
85.6  
I can explain the 4-H Pledge  
76.5  
I will listen to different ideas  
89.7  
I work with others  
82.1  
I can plan how to do things  
82.7  
I can make choices about what I like  
100  
I know how to be polite and use proper (table) manners  
81.1  
I have improved my interview skills  
100  
I improved my appearance  
92.3  
Learned what leadership is  
69.2  
Have become more confident in myself  
94.5  
Gained Skills in presenting myself in a positive manner  
94.4  
I can now do this by myself  
68.6  
I can use good artistic techniques  
75  
I understand the importance of gun safety  
89.6  
I understand the process of milking dairy cows  
91.6  
I know the importance of washing my hands before I eat  
95.4  
I have a better understanding of horsemanship  
67.1  
I recognize that having fun with an activity is more important than being the first to do the activity  
81  
I learned a new skill  
79  
I learned how to deal with different people  
76.8  
I feel proud to be in a military family  
91.6  
I can model ways to contribute to healthy relationships among peers and family members  
100  
I feel good about myself and my accomplishments  
94.8  
Have more interest in science and technology

57.6  
Can design and construct a rocket

83.3  
Have more respect for people who don't agree with me about something

45  
Can think in different ways to complete a project

84.6  
Enjoyed and learned from 4-H camp

100  
Can create something new and original

99.2  
Made friends with kids that are different from me

100  
Can explain the history of the 4-H Colors, Pledge, and Emblem

63.2  
Gained knowledge about the history of flight

100  
Had fun with an educational experience

100  
Helped others through my participation and efforts

81.8  
Recognize the dangers of unsafe practices when using farm machinery

92.3  
Observe, compare, and make decisions on products that I might buy

79.5  
Wildlife Management helped me to learn how to use support materials (aerial photos)

78.6  
I know where to look for snails, crayfish, and mayfly larvae

71.5  
I understand how animals adapt to their environment

85.7  
I can see how things we do change animal habitats

85.7  
I know what the H's in 4-H stand for

69.8  
I know why there are sometimes two forks at a table setting

65.8  
I know that hunger is an issue in Alabama and around the world

74.7  
I know what the "Hunters for the Hungry" program is

27.1  
I know that a serving of meat is about the size of a deck of cards

67.3  
I know what food group peanut butter is in

49.5  
I felt that I was a part of the group during the storytelling activity

59.4  
I understand fertilizer and lime will help a garden

91.6  
I know when to plant a garden

90.2  
I can help my family with food costs

89.7  
Understand the planting guide

78  
Can provide my family with gardening information

81.3

Can communicate through words, artwork, pictures, or in other ways  
72.9  
I have made diverse friends  
100  
I can identify career choices  
85.4  
Include others  
91.5  
Understand the role of youth as citizens  
90.4  
Know the different departments in the executive branch  
71.3  
Know how the executive branch works  
67  
Understand how the work of the executive branch affects my community  
76.6  
I know where our energy comes from  
75  
I understand the limitations of alternative energy in Alabama  
71.4  
I can identify the needs of the community  
75.6  
I practice leadership and citizenship  
51.6  
Can identify the consequences of many management decisions  
69.7  
I can identify problems associated with using cell phones while driving  
68.7  
I can identify goods that can be recycled in our area  
88.9  
I can identify cultural difference between myself and Cherokee Indians  
86.9  
I feel comfortable performing in front of my classmates  
69.7  
Know more about pollution  
73.3  
Know the importance of not drinking and driving  
82.3  
Can make better decisions about my environment  
84  
I can make a difference in the fight to stop hunger  
46.7  
Believe that my friends care about me  
72.7  
I learned more about the species of animals in our ecosystem  
90.9  
Understand the importance of honeybee pollination  
95.45  
Learned about the queen bee  
100  
Know more about worker bees  
81.9  
Will share what I learned with others  
72.75  
Will not pollute our environment  
85.7  
Learned about safe places to ride ATV's

85.8

Learned new safety rules about ATV riding

100

Know how to measure proper size ATV for me

71.4

Learned about Rescue Squad and how they help us

100

Understand our water table and aquifer

42.9

Understand more about 4-H

21.1

Learned about the aquatic life

53.8

Can identify more species of fish

49.9

Will become a good steward of the environment

48.1

Would like to study marine biology

19.3

Volunteerism:

Community-based Clubs increased by 49, total 141

In-school volunteer-led clubs increased by 11, total 110

Adult Volunteers increased 486, total 2897

Volunteers hours reported total 75,081 and valued at \$1,520,390.00

### **Key Items of Evaluation**

Healthy lifestyles includes programming that addresses youth obesity and illicit drug usage among youth.

Science Explorations includes programming that deals with environmental education, environmental stewardship, and food safety.

**V(A). Planned Program (Summary)**

**Program # 7**

**1. Name of the Planned Program**

Home Grounds, Gardening, and Home Pests

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

<b>KA Code</b>	<b>Knowledge Area</b>	<b>%1862 Extension</b>	<b>%1890 Extension</b>	<b>%1862 Research</b>	<b>%1890 Research</b>
102	Soil, Plant, Water, Nutrient Relationships	20%	23%		
111	Conservation and Efficient Use of Water	15%	32%		
125	Agroforestry	0%	8%		
205	Plant Management Systems	35%	0%		
216	Integrated Pest Management Systems	20%	0%		
604	Marketing and Distribution Practices	0%	5%		
608	Community Resource Planning and Development	0%	16%		
703	Nutrition Education and Behavior	5%	0%		
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins	5%	0%		
806	Youth Development	0%	16%		
<b>Total</b>		<b>100%</b>	<b>100%</b>		

**V(C). Planned Program (Inputs)**

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

<b>Year: 2009</b>	<b>Extension</b>		<b>Research</b>	
	<b>1862</b>	<b>1890</b>	<b>1862</b>	<b>1890</b>
Plan	25.9	6.3	0.0	0.0
Actual	25.9	3.4	0.0	0.0

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

<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
417266	163856	0	0
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
605219	212268	0	0
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
3105910	264500	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The primary activities in this area include five 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. Rainwater Collection, Water Conservation and Irrigation Methods Training for agents and specialists to gain the skills to educate and promote clientele water use behavior change.
  
4. Alabama Smart Yards (was Backyard BMP in '08): wksp/demo's to educate non-commercial gardeners through a series of subject-matter workshops. The specific objective in '09: provide in-depth instruction related to BMP's for home food gardens. We taught techniques that affect/protect both gardening success and surrounding environments. We educated the consumer to better understand the resources they use and the potential impacts of gardening activities..
  
5. Master Gardener: designed to recruit & train volunteer leaders to assist county offices of the ACES in disseminating knowledge and information relative to home ldsps & gdns. The service of Master Gardener volunteers directly benefits their communities by providing leadership and involving others in beautification projects, environmental stewardship projects, and 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 targeted audiences include residents, homeowners interested in gardening, extended care facility residents, youth at risk, and those with special needs.
  
2. Alabama has about 45,000 agricultural farm enterprises that gross over \$3 billion per year, of which, 80% are considered small limited resource farms (2002 Agriculture Census). The nontraditional agriculture audience includes beekeepers and small, limited resource and urban horticulture producers.
  
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 20 host locations recruiting volunteers from 29 counties.
  
6. ASY workshops educated residential noncommercial gardeners. Instruction included soil prep, raised beds, variety selection, pest management in vegetable gardens, fireant management in home landscapes, pruning, composting, and other principles of home food production/preservation. Participants from 48 counties attended 58 workshops/demonstrations.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

<b>2009</b>	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Plan</b>	55000	600000	20000	200000
<b>Actual</b>	43609	8000000	10390	0

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
Plan	0	0	
Actual	4	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
2009	8	25

**Output #2**

**Output Measure**

- Volunteer hours for urban and new nontraditional horticulture programs

Year	Target	Actual
2009	{No Data Entered}	16930

**Output #3**

**Output Measure**

- \$ Value of volunteer time in urban and new nontraditional horticulture programs.

Year	Target	Actual
2009	{No Data Entered}	148442

**Output #4****Output Measure**

- \$ Value of grants funded for rainwater collection, shiitake production, horticulture therapy, IPM

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	50100

**Output #5****Output Measure**

- Meetings and workshops held about community gardening, ornamental gardening, environmental landscaping, rainwater collection, beekeeping farmers' markets, shiitake mushrooms, and high tunnels.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	123

**Output #6****Output Measure**

- Attendance by clientele at small fruit, shiitake mushroom, rainwater collection, farmers' market, beekeeping, high tunnel, community gardening and other educational meetings.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	2672

**Output #7****Output Measure**

- Donations received for farmers' market and rainwater collection workshops.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	8550

**Output #8****Output Measure**

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	8207

**Output #9****Output Measure**

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

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	42

**Output #10****Output Measure**

- Number of success stories written for all Home Grounds programs.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	25

**Output #11**

**Output Measure**

- # MG Helpline offices maintained by staff and volunteer support; +2 new

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	13

**Output #12**

**Output Measure**

- # Volunteer hours given to traditional program support in ACES

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	40182

**Output #13**

**Output Measure**

- \$ Value of volunteer time given to traditional program support

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	730708

**Output #14**

**Output Measure**

- \$ Value of grant funding ASY agent training/demonstration

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	30000

**Output #15**

**Output Measure**

- # Participants at workshops and demonstrations for ASY and Home Grown food; 58 events

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	3710

**Output #16**

**Output Measure**

- # Intern and Certified MG's reporting hours

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	2026

**Output #17****Output Measure**

- # Advanced MG classes to add program support; Tree Care; Pruning

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	15

**Output #18****Output Measure**

- # agents/specialists trained in Rain Water Harvesting - 6 hour webinar; partnership w/NCSU & UGA

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	20

**Output #19****Output Measure**

- # New Powerpoint materials for ASY; associated with new publication

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	5

**Output #20****Output Measure**

- # Media stories related to ASY

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	92

**Output #21****Output Measure**

- # Intern MG's trained from 29 counties

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	430

**Output #22****Output Measure**

- # Helpline clients helped by 264 volunteers

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	3556

## 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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3	Knowledge of horticulture, rainwater collection, small fruit production and farmers' market programs increased (%)
4	Level of behavior improvement (%) as a result of horticulture therapy programs.
5	Improved attitude (%) towards school and grades of youth participating in horticulture therapy programs.
6	Improved self-esteem (%) as perceived by horticulture therapy program participants
7	Percent attitude Improvement towards getting a degree beyond High School
8	Percent shift in sense of responsibility as perceived by horticulture therapy program participants.
9	Percent improvement in discipline as perceived by horticulture therapy program participants.
10	\$ Value of horticulture therapy programs as perceived by program partners.
11	Income from plant sales that support horticulture therapy programs
12	Jobs obtained as a result of increased participation in ornamental horticulture programs

13	Volunteer support for urban horticulture therapy programs and nontraditional horticulture enterprises increased the number of FTEs available to conduct programs (FTEs)
14	Increased income of beekeepers, shiitake mushroom producers, farmers' market vendors
15	Gallons of rainwater collected, saved and used for commercial crop production (2009 was a very wet year)
16	Percent of horticulture program participants adopting environmental landscaping concepts
17	Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. Math grades increased (%)
18	Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. Science grades increased (%)
19	Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. English grades increased (%)
20	Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. History grades increased (%)
21	MG vol's increase Extension outreach of research-based information as result of training; % Knowledge gain in 125 tested
22	Workshop/demo participants started home vegetable gardens as result of program(%)
23	Workshop participants learned how to collect rain water for irrigation (%)
24	Workshop participants increased their understanding that a soil test is important (%)
25	Workshop participants increased their confidence level in better understanding proper food preservation techniques (%)
26	Advanced MG vol's enrich ACES programming with extra & specific training; % knowledge gain; Tree Care
27	Farmer's Mkt Nutrition vouchers add revenues for farmers and add lower cost fruit/veg to low income households in DeKalb Co
28	MG vol's remain active with Extension programming due to staff support
29	MG Helplines remain actively supported by vol's and assist non-commercial gardeners w/BMP's (15)
30	MG Helpline clients receive assistance for residential BMP's (%)

## 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 Action Outcome Measure

### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	8	13

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

In 2007 AL Green Industry retail sales = \$843M. These consumers need an understanding of the potential impact of gardening to better manage their resources (time, money, natural resources)

#### What has been done

volunteers answer residential garden questions with BMP's based on research-based info

#### Results

51% of clients surveyed said the information received saved them - time, money and/or effort; 71% said the info given helped them make better decisions about their specific problem; 56% said they were more likely to increase more responsible use of chemical pesticides

### 4. Associated Knowledge Areas

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

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	25	25

**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
125	Agroforestry
205	Plant Management Systems
216	Integrated Pest Management Systems
604	Marketing and Distribution Practices
608	Community Resource Planning and Development
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

Knowledge of horticulture, rainwater collection, small fruit production and farmers' market programs increased (%)

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	46

**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
125	Agroforestry
205	Plant Management Systems
604	Marketing and Distribution Practices
806	Youth Development

**Outcome #4**

**1. Outcome Measures**

Level of behavior improvement (%) as a result of horticulture therapy programs.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	54

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
608	Community Resource Planning and Development
806	Youth Development

**Outcome #5**

**1. Outcome Measures**

Improved attitude (%) towards school and grades of youth participating in horticulture therapy programs.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	{No Data Entered}	86

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
806	Youth Development

**Outcome #6**

**1. Outcome Measures**

Improved self-esteem (%) 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
2009	{No Data Entered}	76

**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
806	Youth Development

**Outcome #7**

**1. Outcome Measures**

Percent attitude Improvement towards getting a degree beyond High School

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	86

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
125	Agroforestry
205	Plant Management Systems
806	Youth Development

**Outcome #8**

**1. Outcome Measures**

Percent shift in sense of responsibility as perceived by horticulture therapy program participants.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	{No Data Entered}	80

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
125	Agroforestry
205	Plant Management Systems
604	Marketing and Distribution Practices

608 Community Resource Planning and Development  
 806 Youth Development

**Outcome #9**

**1. Outcome Measures**

Percent improvement in discipline 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
2009	{No Data Entered}	86

**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
125	Agroforestry
205	Plant Management Systems
806	Youth Development

**Outcome #10**

**1. Outcome Measures**

\$ Value of horticulture therapy programs as perceived by program partners.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	86600

**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
205	Plant Management Systems
806	Youth Development

**Outcome #11**

**1. Outcome Measures**

Income from plant sales that support horticulture therapy programs

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	8207

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
604	Marketing and Distribution Practices
806	Youth Development

**Outcome #12**

**1. Outcome Measures**

Jobs obtained 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**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	{No Data Entered}	4

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
125	Agroforestry
205	Plant Management Systems
608	Community Resource Planning and Development
806	Youth Development

**Outcome #13**

**1. Outcome Measures**

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

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	9

**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
125	Agroforestry
205	Plant Management Systems
608	Community Resource Planning and Development
806	Youth Development

**Outcome #14**

**1. Outcome Measures**

Increased income of beekeepers, shiitake mushroom producers, farmers' market vendors

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	236456

**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
125	Agroforestry
604	Marketing and Distribution Practices

**Outcome #15**

**1. Outcome Measures**

Gallons of rainwater collected, saved and used for commercial crop production (2009 was a very wet year)

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	6058

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
111	Conservation and Efficient Use of Water
125	Agroforestry

**Outcome #16**

**1. Outcome Measures**

Percent of horticulture program participants adopting environmental landscaping concepts

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	{No Data Entered}	42

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

pesticide use in home landscapes is a potentially large contributor to NPS; Alabama has several sensitive watersheds impacted by this

**What has been done**

educational programs/demonstrations

**Results**

follow up survey indicated 42% of participants used fewer pesticides in their landscapes/gardens after attending workshop

**4. Associated Knowledge Areas**

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

**Outcome #17**

**1. Outcome Measures**

Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. Math grades increased (%)

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	22

**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
205	Plant Management Systems
806	Youth Development

**Outcome #18**

**1. Outcome Measures**

Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. Science grades increased (%)

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	10

**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
205	Plant Management Systems
806	Youth Development

**Outcome #19**

**1. Outcome Measures**

Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. English grades increased (%)

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{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
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102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
806	Youth Development

**Outcome #20**

**1. Outcome Measures**

Grades of youth increased as a result of a horticulture therapy program involving greenhouses, high tunnels and outdoor horticulture activities. History grades increased (%)

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{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
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
806	Youth Development

**Outcome #21**

**1. Outcome Measures**

MG vol's increase Extension outreach of research-based information as result of training; % Knowledge gain in 125 tested

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	28

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

MG vol's extend the outreach of Extension information to the public by 22 FTE's

**What has been done**

trained new vol's to assist; tested 125 and found 28% knowledge gain

**Results**

MG vol's support ACES programs; are active in local communities with projects; "work" 13 Helpine offices assisting noncommercial gardeners

**4. Associated Knowledge Areas**

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

**Outcome #22**

**1. Outcome Measures**

Workshop/demo participants started home vegetable gardens as result of program(%)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	56

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

fall '08 surveys found - consumers have food safety concerns about store bought produce; want fresh produce they grew; enjoy the exercise of gardening; think home grown will save them money; planned to can/freeze produce in 2009

**What has been done**

organized workshops and demonstrations to teach these techniques and answer questions; partnership btwn Home Grounds, Food & Nutrition, and Food Safety Extension agents; 198 surveys returned 3-6 months after

**Results**

42% used fewer pesticides on their veg gardens; 51% ate more fresh fruit/veg; 58% improved their soil with organic amendment; 69% shared their new knowledge with neighbors; 32% of those who submitted soil tests USED the results accordingly

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems
703	Nutrition Education and Behavior
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

**Outcome #23**

**1. Outcome Measures**

Workshop participants learned how to collect rain water for irrigation (%)

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	74

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

rain water runoff can contribute significantly to NPS; collected rain water can also be a low cost resource to commercial and noncommercial crops

**What has been done**

hosted workshop to demonstrate the potential of collected water for irrigation and the construction of collection systems; surveyed them pre/post at wksp; found 74% increase in knowledge to connect collection tank to roof collection surface

**Results**

after wksp 40% of 119 participants "understood the techniques to collect rain water"; average participant agreed "very likely" to collect rain water in 2009; average participant agreed "very likely" to use for irrigation in landscape and/or veg garden

**4. Associated Knowledge Areas**

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

**Outcome #24**

**1. Outcome Measures**

Workshop participants increased their understanding that a soil test is important (%)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	125

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

using soil test recommendations leads to optimum benefits from lime/fertilizer \$\$, yields, and time spent; has a positive effect on water quality due to reduced runoff from excessive application

**What has been done**

workshop to teach the value of soil testing in vegetable gardens; pre/post survey at workshop

**Results**

participants increased their agreement by 125% - "It is important to submit a soil test every 2-3 years"

**4. Associated Knowledge Areas**

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

- 111 Conservation and Efficient Use of Water
- 205 Plant Management Systems

**Outcome #25**

**1. Outcome Measures**

Workshop participants increased their confidence level in better understanding proper food preservation techniques (%)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	85

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

food born bacteria negatively impact not only commercially produced foods, but also home preserved foods; preserving home grown foods are of no value if contaminated

**What has been done**

workshops to teach safe food preservation techniques and reasons why

**Results**

86% of the workshop participants agreed they canned/froze produce at home prior to attending wksp; after workshop they reported an 85% increase in their knowledge for home food preservation techniques

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
205	Plant Management Systems
216	Integrated Pest Management Systems
703	Nutrition Education and Behavior
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

**Outcome #26**

**1. Outcome Measures**

Advanced MG vol's enrich ACES programming with extra & specific training; % knowledge gain; Tree Care

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	42

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

we need volunteers trained in specific topics to strengthen our programming

**What has been done**

developed advanced level training to focus volunteer efforts in specific topics where program support is needed

**Results**

trained 22 MG's in 2009; outreach from/with them is in progress

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
125	Agroforestry
205	Plant Management Systems
216	Integrated Pest Management Systems
608	Community Resource Planning and Development

**Outcome #27**

**1. Outcome Measures**

Farmer's Mkt Nutrition vouchers add revenues for farmers and add lower cost fruit/veg to low income households in DeKalb Co

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
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2009 {No Data Entered} 744

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

low income families are less likely to consume fresh produce

**What has been done**

voucher booklets were given to low income seniors and low income nursing or expectant mothers to use at the farmer's market

**Results**

\$19,530 in sales to Mkt farmers; 744 booklets were used by seniors and WIC mothers in DeKalb County

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
604	Marketing and Distribution Practices
703	Nutrition Education and Behavior

**Outcome #28**

**1. Outcome Measures**

MG vol's remain active with Extension programming due to staff support

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	2026

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

volunteers only stay engaged with the sponsoring agency (ACES) when representatives from that agency are regularly present in their activities

**What has been done**

support given by 44 ACES staff = 8.5 FTE's leads to maintenance of MG vol support in 37 counties

**Results**

2,026 volunteers were trained and/or remained active in 37 counties of Alabama; volunteered to support 15 Helpline offices; contributed programming to 10 Home Grown wksp (recruited++ for '10); change in the condition of our ACES organization

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
125	Agroforestry
205	Plant Management Systems
216	Integrated Pest Management Systems
608	Community Resource Planning and Development

**Outcome #29**

**1. Outcome Measures**

MG Helplines remain actively supported by vol's and assist non-commercial gardeners w/BMP's (15)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	{No Data Entered}	15

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Extension agents lack the man power to address all requests sent to County Extension offices

**What has been done**

recruit, train, support volunteers in 13 existing Helplines with agents assigned to each of 13 offices; 264 vol's gave 9,315 hours from February to October

**Results**

13 Helplines are maintained and 2 more are started

**4. Associated Knowledge Areas**

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

**Outcome #30**

**1. Outcome Measures**

MG Helpline clients receive assistance for residential BMP's (%)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	71

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

2007 Alabama Green Industry Retail sales = \$843 mill; these consumers need to better understand the resources they use and the potential impacts of gardening activities

**What has been done**

MG vol's answer residential gardeners' questions from 15 Helpline offices

**Results**

71% of 162 clients surveyed said the information given helped them make better decisions relative to their question asked; 51% said the information helped them save time, effort, and/or money; 56% said they were likely to increase responsible use of garden chemical pesticides & fertilizers; overall 76% were very satisfied with the information given

**4. Associated Knowledge Areas**

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

## 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.)
- Other (staff changes; grant funding delays; changes to MG reporting; need help with eval's)

### 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) Volunteers are 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) 5 year drought turned into excessive rainfall in 2009. Normal rainfall of 55 inches was superseded by over 70 inches causing, flooding, water damage, and crop issues. Fall 2009 crops are still waiting to be planted in spring 2010, due to wet soils and weekly rainfall. Excessive rainfall does not encourage residents to collect rainwater. >
- ;f) delayed funding from SARE, SRIPM & EPA/ADEM delayed the start of three projects/training. >
- g) staff changes affected amount of evaluation results completed. >
- h) agents struggle to learn how to evaluation programming when they are simultaneously responsible for program planning/development/delivery. >
- i) we lack a State Specialist to assist in evaluation instruments

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

### 1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)

### Evaluation Results

1) Total MG impact value to Alabama = \$2,805,007 or 74 FTE's. 264 Master Gardeners gave 9,315 hrs (\$188,629) to the horticulture Helpline & assisted 3,556 callers. Additional impact value to ACES = 30,867 hours (\$557,150) by 2026 MG's in other ACES support, such as MG Intern class, Extension programs, or school programs such as Outdoor Classrooms & Classroom in Forest. Notable proj's include: public educ seminars in Baldwin, DeKalb and Elmore counties; info booths/demo's local and county fairs/festivals such as the Fire Ant Booth at the Alabama National Fair in Montg & the Nat'l Peanut Festival in Dothan; seasonal info ctr at Blooming Colors in Auburn; install rain catchment in Baldwin County and Water Smart planning prog Pritchard to demo aspects of water conservation; rain harvesting wksp's in Jefferson County; landscaping play and common areas at crisis centers, grief counseling, and hospice patients' homes in the Shoals; Idscp

Learning Center and Shakespeare Gdn Montgomery; benefit plant sales such as Lee County raised money to supplement groceries = 138 seniors thru Food Bank of E Alabama; Outdoor Classrooms in Houston, Tuscaloosa, Coffee, Dallas and Elmore counties and school gardens in Mobile; and various tasks at botanical gardens; 5 yr Horticulture Therapy program at Adult Day Care in Huntsville

2) 71% of MG Helpline clients felt the info helped them make better decisions to solve problems

3) 56% of MG Helpline clients indicated they were likely to increase responsible use of chemicals in gdn/ldsp. MG vol's remained active with ACES due to support from 44 staff = 8.5 FTE

4) 3-6 mth Home Grown wksp follow up survey - 198 returned = 42% used fewer pesticides in veg garden; 56% started a veg garden; 51% ate more fruit/veg; 58% added organic matter to gdn soil; 69% shared their new knowledge with others

5) 11 questions related to anger management, conflict, communications, self-esteem, decision-making, responsibility and criminal behavior were asked of at-risk program participants. Participants indicated the horticulture therapy programs: improved their behavior by 54%; improved their grades and attitude toward school by 86%; improved their attitude towards getting a degree beyond high school 86%; increased their sense of responsibility by 80%. <BR>

6) Hort therapy program partners (teachers, counselors, administrators, principals) provided their perceived value of the programs at \$86,600. <BR>

7) A new horticulture therapy program established at an alternative high school modified student behavior and motivation sufficiently to increase Math (22%), Science (10%), English (12%), and History (12%). Grades between the year before the program was established and the year after were compared to establish grade averages.<BR>

8) Visitors of the Anniston Museum were surveyed to determine why they came to the museum and what they took away. Nineteen percent of the visitors came to the museum specifically for the gardens or the horticulture plant sale. Of all surveyed visitors, 25% adopted environmental horticulture concepts.

## Key Items of Evaluation

Urban Horticulture Program Agents and Specialists conducted 123 meetings/classes/field days/conferences for 2,672 clients on various topics: community and ornamental gardening, environmental landscaping, small fruit, vegetable and organic production, rainwater collection, shiitake mushrooms, farmers' market and beekeeping. Five grants were received = \$50,100. Plant sales generated \$8,207 making two horticulture therapy programs self sustaining. Rainwater collection demonstrations for on farm irrigation harvested 6,058 gallons of water for commercial crop irrigation. Demonstrator income, from honey production, shiitake mushrooms, increased yields from pollination and increased profits for farm market vendors was \$236,456. Program participants indicated they increased their knowledge by 46%. At risk youth participating in horticulture therapy programs improved: their behavior by 54%; their grades and attitude toward school improved by 86; and an 86% improvement in attitude toward getting a degree beyond HS. Program partners valued these programs at \$86,600. The number of volunteers in this program was equivalent to 9.1 FTEs or 16,930 volunteer hours saving \$148,442 in salaries to deliver same or similar programs. Horticulture therapy programs at one Alternative School helped increase Science, English and History scores by one letter grade and Math 2 letter grades. Visitors to the Anniston Museum were there 19% of the time just to see the gardens or attend a plant sale. Of those surveyed 25% adopted environmental horticulture concepts. MG volunteer assistance to ACES and Alabama = 534 full time employees and \$2,240,172. >> Traditional Home Grounds programming Agents conducted Smart Yard and Home Grown wkshps in 2009 = 3,710 participants. Examples of workshop/demo's were: fireant mgt; compost improves soil/productivity; human nutrition from home gdn; food safety in home preservation; IPM in veg gdn; rain water collection; veg varieties/selection; raised beds; crop rotation; and general BMP's for home landscapes. Surveys and pre/post tests indicated participants' knowledge gain and a behavior change: a) 71% of MG Helpline clients felt the info helped them make better decisions to solve problems b) 56% of MG Helpline clients indicated they were likely to increase responsible use of chemicals in gdn/ldsp c) 3-6 mth Home Grown wksp follow up survey = 42% used fewer pesticides in veg garden; 56% started a veg garden; 51% ate more fruit/veg; 58% added organic matter to gdn soil; 69% shared their new knowledge with others. The MG program directly benefited ACES w/40,182 vol hours = \$730,708 or 22 FTE's. The MG Helpline benefitted ACES w/assistance answering non-comm hort questions = \$188,629 or 5 FTE's. MG vol's remained active with ACES due to support from 44 staff = 8.5 FTE

**V(A). Planned Program (Summary)**

**Program # 8**

**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%	10%		
125	Agroforestry	10%	0%		
134	Outdoor Recreation	25%	30%		
135	Aquatic and Terrestrial Wildlife	15%	15%		
136	Conservation of Biological Diversity	10%	5%		
608	Community Resource Planning and Development	0%	5%		
805	Community Institutions, Health, and Social Services	0%	10%		
806	Youth Development	0%	25%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	20.7	4.3	0.0	0.0
Actual	16.7	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
258055	184338	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
390566	238801	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2654415	297563	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The primary activities in this area are 6 statewide Extension Team Projects. These are:

- ETP18A - Saving Towns Through Asset Revitalization (STAR) - U&NNTP
- ETP18B - Wildlife Management
- ETP18C - Increasing Alabama Forest Productivity
- ETP18D - Natural Resource Program
- ETP18E - Forestry, Wildlife, and Natural Resource REA Training
- ETP18F - Urban and Community Forestry

ETP 18A provides educational outreach to teach audiences about the natural world and the impact their understanding can have on the interplay of social, emotional, nutritional and physical well-being. Wildlife demonstration projects, environmental fairs, water conservation exhibits, disaster relief education, landscape modification for personal respite and education, faith-based forestry practices, and expansion of outside opportunities for youth to improve their weight management and nutrition education are offered.

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 private forest landowners, professional foresters, timber harvesters, faith-based urban audiences, youth serving organizations, audiences on the urban/rural interface, resource-limited towns and cities, and the portion of the general public who are wildlife and natural resource enthusiast.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	45000	162000	23000	83000
<b>Actual</b>	4044	1426227	6402	21198

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	6	0

**Output #2****Output Measure**

- STAR Tree City USA, emergency disaster preparation, faith garden, honey bee preservation, water conservation, bluebird recovery, and geocaching exhibits, workshops and demonstrations

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	92

**Output #3****Output Measure**

- Dollar value of grants

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	1844

**Output #4****Output Measure**

- Dollar value of in-kind donations

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	708

**Output #5****Output Measure**

- Dollar value of volunteer time

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	8676

**Output #6****Output Measure**

- Total number of volunteer hours

<b>Year</b>	<b>Target</b>	<b>Actual</b>
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2009

{No Data Entered}

482

## 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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3	Major outcomes will be the decrease in sedentary lifestyles and obesity which are directly related to increase in urban forestry education, outdoor participation and natural world programming; number of county-based volunteers engaged in programming; and number of programs conducted and training resources developed for multi-county application.
4	Participants' response to environmental education and nature appreciation programming.

**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 Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	40	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

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

**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
2009	15	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**  
{No Data Entered}

**What has been done**  
{No Data Entered}

**Results**  
{No Data Entered}

**4. Associated Knowledge Areas**

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

**Outcome #3**

**1. Outcome Measures**

Major outcomes will be the decrease in sedentary lifestyles and obesity which are directly related to increase in urban forestry education, outdoor participation and natural world programming; number of county-based volunteers engaged in programming; and number of programs conducted and training resources developed for multi-county application.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	92

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Obesity and lack of physical activity contributes to increased medical costs, poor school performance, improper nutrition, nature deficit disorder, neighborhood devitalization, and lack of appreciation value of park-like settings.

**What has been done**

Through STAR, 4044 adult face-to-face contacts and over 1,468 non-face-to-face contacts were delivered. A total of 6402 youth face-to-face contacts were achieved. These audience contacts were achieved through the delivery of 92 programs. Volunteers contributed 482 hours at a cost savings of \$8676.00 The STAR website provided information to reduce sedentary lifestyles and saw a 586% increase in hits.

**Results**

Increased participation of youth in environmental awareness programming; increased FTEs through program delivery; increased neighborhood-based green space programming for resource-limited audiences; and more outreach to special needs populations. This program effort expanded organizational capacity and interface of grassroots participants with agency advocates.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
124	Urban Forestry
134	Outdoor Recreation
135	Aquatic and Terrestrial Wildlife
608	Community Resource Planning and Development
805	Community Institutions, Health, and Social Services
806	Youth Development

**Outcome #4**

**1. Outcome Measures**

Participants' response to environmental education and nature appreciation programming.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	10466

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Sedentary lifestyle prevention and outdoor programming contribute to urban extension commitment to take evidence-based research and apply in resource-limited neighborhoods in an effort to combat nature deficit disorder.

**What has been done**

A team approach program design brings expertise in water conservation, GPS and geocaching, traditional street games, songbird recovery, honeybee education, and temporary park set-ups to audiences across the state.

**Results**

Agency respondents reported a 22% increase in requests for more outdoor activities by resource-limited youth; families reported a 15% decrease in television viewing on weekends; and 38% took ideas from programs and incorporated into family outings, family reunions, and parent-child excursions.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
134	Outdoor Recreation
135	Aquatic and Terrestrial Wildlife
608	Community Resource Planning and Development
805	Community Institutions, Health, and Social Services
806	Youth 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.)
- Other (Fuel and transportation costs)

### **Brief Explanation**

Excessive days of inclement weather, textile mill closings in central and south Alabama where large numbers of resource-limited women worked who are now dependent on food stamps and other government subsidies; higher incidents of child poverty, increased fuel and transportation costs, and an up-tick in mental health issues due to economic downturn have created a drop in audience participation and engagement in STAR urban extension face-to-face programming.

## **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
- Other (Follow-up telephone contacts and surveys)

### **Evaluation Results**

The impact value of STAR was \$9384. An average of 61% of adult participants retained knowledge area information and 35% of first-time youth participants from resource-limited families achieved 45% understanding and appreciation of environmental issues after 30 days. A new faith garden program was established with 100% volunteer labor and resource development, with 90% change in the church culture toward use of faith-based plants in respite settings. Self-esteem, school achievement, conflict management, and parental relationships were factors assessed through surveys and questionnaires. Overall an average of 89% of respondents indicated they will use the training experiences to increase outdoor physical activity. For STAR programs 36% of adults indicated an interest in organizing neighborhood-based outdoor activities. 73% of students planned to apply their environmental activities to school science projects. There was a 586% increase in hits to the STAR website from 2008 to 2009. 482 volunteer hours contributed \$8676.00 in-kind resources. \$1844 of grants funds were generated.

### **Key Items of Evaluation**

**V(A). Planned Program (Summary)**

**Program # 9**

**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%	70%		
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%	10%		
806	Youth Development	20%	20%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	19.7	3.9	0.0	0.0
Actual	26.3	4.8	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
404916	235056	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
614320	304503	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2154137	379432	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The primary activities in this area are 6 statewide Extension Team Projects. These are:

ETP13A - Healthy Families, Health Communities: To address the a) changing demographics in Alabama's community-based services that support needs of the chronically ill, disabled, elderly and people with special needs b) health care needs of Alabama citizens and alleviate challenges anticipated to reduce financial expenditures of our healthcare systems c) family dynamics in nontraditional rural families d) train community leaders and volunteers to assist in caring for others, which may led to

future employment

ETP13B - Child Care Provider Education: The goal of this project is to address educational needs of child care providers licensed to care for children in center-based or home-based businesses and other child caregivers, including relative care providers and individuals working in exempt care facilities (such as faith-based child care centers). On-going provider education and training

ETP13D - Grand RAPP Grandparents and Relatives as Parents Program - U&NNTP  
 ETP13E - Successful Aging Initiative - U&NNTP

ETP13G - Strengthening Relationships and Marriages: To provide individuals and couples with the knowledge and skills necessary for positive, nurturing, long-term adult relationships. Project implements research-based relationship education curricula in community education programs. Participants can be married/unmarried couples, single adults, parents, or youth. Objective: Reduce the risk factors for unhealthy/unstable relationships and increasing or improving the factors that are associated with couple quality and stability.

ETP13I - Parenting: Parenting is a complex set of knowledge, skills, attitudes, behaviors critical to supporting the healthy development of children from birth to young adulthood. The purpose of this project is to support the development of these competencies. The ultimate goal of these parenting education activities is to facilitate parents' knowledge and competencies to promote children's healthy growth and development.

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**

ETP13A-Health Families, Health Communities target audience included the caregivers of the chronically ill, disables, elderly, and people with special needs

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

ETP13G - Strengthening Relationship and Marriages has a target audience of married, unmarried couples, single adults, single parents, and youths

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

The primary target audiences are parents and grandparents residing in both rural and urban communities.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	42000	165000	20000	75000
<b>Actual</b>	80881	5283513	4808	126896

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

<b>2009</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
<b>Actual</b>	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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	9	6

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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>

**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
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	300	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Families (parents and caregivers) across Alabama, whether traditional or non-traditional, are concerned with educating their children, keeping them safe, providing proper nutrition and a healthy environment. The responsibility of the family is to support those that are in need, whether it is related to health, education, relationships, social concerns or daily activities.

**What has been done**

Many workshops on Caregiving, Marriage and Relationships, Parenting Skills, Abuse (from a spouse or boyfriend/girlfriend), and Early Childhood programs are presented throughout the state. Resources are readily available and access to local agencies is recommended.

**Results**

Some 1200 people have attended the Alabama Home Caregivers trainings, 1800 or more face-to-face with Child Care Providers, Beginning Education Early had a completion of 59 families in the target area and 7759 face-to-face contacts, and 39 Mayors of Alabama issued proclamations recognizing Feb as Healthy Marriage Month.

**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

**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
2009	25	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Families (parents and caregivers) across Alabama, whether traditional or non-traditional, are concerned with educating their children, keeping them safe, providing proper nutrition and a healthy environment. The responsibility of the family is to support those that are in need, whether it is related to health, education, relationships, social concerns or daily activities.

**What has been done**

Many workshops on Caregiving, Marriage and Relationships, Parenting Skills, Abuse (from a spouse or boyfriend/girlfriend), and Early Childhood programs are presented throughout the state. Resources are readily available and access to local agencies is recommended.

**Results**

Some 1200 people have attended the Alabama Home Caregivers trainings, 1800 or more face-to-face with Child Care Providers, Beginning Education Early had a completion of 59 families in the target area and 7759 face-to-face contacts, and 39 Mayors of Alabama issued proclamations recognizing Feb as Healthy Marriage Month.

**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**

- 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 by the boxes checked above, there are several external factors that have affected our programs for 2009. The greatest factor was the economy. We experienced a reduction in travel monies that limited efforts to market and promote programs using with a personal appearance. The governmental changes in appropriations to the universities directly altered our ability to offer programs in remote, rural communities. The repetition of programs in certain areas was limited. Some programs experienced a decrease in participation due to unfavorable weather during several summer storms

#### **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**

13A This year produced an increase in the number of partners. Respite of Alabama provided information for clients and vouchers for respite care to the clients. ACES was added to the Respite coalition group. In 2009, 232 Caregivers enrolled to provide feedback over a six-month period on knowledge and skills related to caregiving. The knowledge level and skills of the caregivers continue to show a significant increase during the initial training and up to 3 months after.

13B Child care professionals attending the agent-taught and mentor-led group-based workshops, showed that an increase in knowledge is part of what is required before we can reasonably expect any change in caregiving behaviors. Changes in observed behaviors/skills are significant due to the large body of longitudinal research in the child care field which indicates that the quality of caregiving practices has direct implications for the developmental outcomes for children. Changes in status are evidence, within the larger child care community, of the professional expertise and practice skills necessary to provide quality care for young children.

13G Among adult participants, majority of targeted areas of individual and couple functioning showed positive, statistically significant change; including, relationship measures, quality, trust, commitment, perception of stability, positive interactions, negative interactions, conflict management skills, individual empowerment, distress, co-parenting quality, parenting practices, and parenting efficacy. European and African American men and women participants appear to benefit similarly after participation in a MRE.

13I Changes in parents' attitudes and knowledge precede the likelihood of behavior change. For parents participating in BEE program activities, their discussions with their educator is supported by their active observations of the educator modeling how to work directly with their children (how to talk with the child, how to teach and correct, how to respond, encourage, and support)

### **Key Items of Evaluation**

13A In 2009, 1500 Caregiver manuals were distributed. Virginia Extension contacted ACES to conduct a train-the-trainer workshop and wants to purchase the Alabama Home Caregiver curriculum. Partners: Alabama Department of Senior Service, Alabama Respite, Veteran's Association, Area Agencies on Aging, and Alabama Department of Public Health. REAs of Family and Child Development received two display boards (4ftx6ft) for exhibits related to their program area.

13B A total of 14,675 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 10 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

13G Distribution 75,000+ Alabama Marriage Handbooks throughout the State and approximately 10,000 Healthy Marriage Handbooks in other states. Coordination of "Marriage Month" Governor's proclamation and celebrations throughout the State in February, 39 Alabama mayors issued proclamations recognizing February as Healthy Marriage Month. In 2009, 50+ teachers, community educators, and ACES employees attended one of the 2009 RS+ training sessions held in January and May 2009. During the 2009 year, over 900 youth in over 20 Alabama counties received lessons from the RS+ curriculum.

13I Pre- and post-program interview/surveys of parental self-reports of changes in their relationships with their children and knowledge and attitudes about key parenting behaviors (progress through stages of change). After participating in the program, 96% of the parents reported that their participation had influenced their relationships with their children. In open-ended questions, 78% reported that they were more nurturing.

**V(A). Planned Program (Summary)**

**Program # 10**

**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%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	18.7	3.9	0.0	0.0
Actual	16.9	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
256011	216524	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
394766	280497	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3873070	349518	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Administration of Alabama Community Leaders Network. Providing leadership and support for Alabama Communities of Excellence program. Conducting the Intensive Economic Development Training Course and three Prosperity Forums educational workshops. Administration of the Extension funded Rural Alabama Initiative and RC&D Councils grant programs. Providing

administrative support for I-85 Corridor Alliance. Publishing and dissemination of research on topics relevant to state economic and community development policy and practice. Conducting Alabama-Mississippi Rural Tourism Conference. Facilitating deliberative forums, roundtables and town meetings. Developed economic impact/forecast models for local communities using software from EMSI (Economic Modeling Specialists). 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. ETP 14A-Welcome to the Real World: Career Exploration and Education Planning. During the 2009 program year a total of 14 Welcome to The Real World (WTTRW) programs were conducted throughout the State of Alabama. Programs were conducted in the following counties: Madison, Morgan, Limestone, Jefferson, Montgomery, Macon, Houston, and Mobile. ETP14B-Cooperatives, Small Business and Entrepreneurship Development - U&NNTPETP14C - Workforce and Economic Development - U&NNTP During the program year the Workforce Education and Career Assistance Network (WECAN4U), **a uniquely comprehensive Web site ([www.wecan4u.net](http://www.wecan4u.net))**, is the result of a multi-state cooperative agreement between the Alabama Cooperative Extension System (Alabama A&M University and Auburn University Cooperating), West Virginia State University, and Alcorn State University in Mississippi. ETP 14 I-Smart Home buying and Foreclosure Prevention UANNP - During the 2009 program year a total of 8 Realizing the American Dream Workshops were conducted throughout the State of Alabama. There were also 6 Foreclosure Prevention Referrals. Programs were conducted in the following counties: Madison, Morgan, Jefferson, Montgomery, Macon, Houston, and Mobile. ETP 14 h-Hispanic/Latino Outreach and Programming UANNP -During the 2009 Program year the following workshops were conducted: English as a Second Language course, GED training and citizenship course, literacy and computer training, workforce preparation workshops, financial literacy lessons licensing and housing workshops, parenting and teen pregnancy workshops., nutrition and health fair., cultural heritage festival.

**2. Brief description of the target audience**

The primary target audiences are current and future community leaders and local governmental officials in all communities across the state, individuals interested in homebuying, and youth.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	130000	530000	25000	100000
<b>Actual</b>	100361	2127326	63893	1241732

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	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.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	4	4

## 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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3	The Welcome to ther Real World Program has developed the follwoing as outcome measures: quality of program, simulation effectiveness, knowledge gained, development of career/education plan, and change in school performance.
4	The smart Home Buying and Foreclosure Prevention ETP developed the follwoing outcome measures: program effectiveness, knowledge about home buying process, financial position, purchase capacity, and loss mitigation awareness.

**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
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	200	315

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

There is no shortage of ideas about what we should be doing for rural communities. Leaders in 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. The Extension-funded RC&D grant program was also administered.

**Results**

ECDI funded 13 Rural Alabama Initiative projects for 2009 at a total of about \$160,00. The RAI grant application process was very competitive, with 117 applications submitted. The 13 RAI projects addressed a range of community and economic development issues throughout the state. Approximately \$570,000 dollars of Extension-funded RC&D grants were administered that funded 81 projects.

**4. Associated Knowledge Areas**

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

**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 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
2009	30	32

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The Success Stories for 2009 specific to the Economic and Community Development PPT are available online on the ACES intranet.

**What has been done**

The Success Stories for 2009 specific to the Economic and Community Development PPT are available online on the ACES intranet.

**Results**

The Success Stories for 2009 specific to the Economic and Community Development PPT are available online on the ACES intranet.

**4. Associated Knowledge Areas**

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

**Outcome #3****1. Outcome Measures**

The Welcome to the Real World Program has developed the following as outcome measures: quality of program, simulation effectiveness, knowledge gained, development of career/education plan, and change in school performance.

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Improvement in high school performance and career preparation has a statistically significant impact on postsecondary education success rates. An improvement in these success rates means significant increases in lifetime earning potential.

**What has been done**

In order to gauge the effectiveness of the program and how it directly impacted the target population a pretest, posttest, and delayed posttest were conducted. Of the 743 participants 312 returned surveys. The responses will not only be used to gauge the success of the program for the 2009 program year, but to also help improve the program for 2010.

**Results**

Overall the participants had a positive view of WTTRW. Of the program participants: 78.3% strongly believed that the program was interesting, 69.7% strongly believed that the information was useful, 71.3% strongly believed that the activities were helpful, and 84.2% strongly believed that their involvement would have an impact on their future.

Of the program participants 34% 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 68% 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: 46.5% learned how to research careers, 31.6% learned to write a check, 37.9% learned to balance a checkbook, 31% learned about opening a savings account, 33.7% learned to keep track of funds in a savings account, and 62.9% learned to balance income and expenses.

Of the program participants who responded to the post survey: 32.2% created an education plan, 23% created a career plan, 12.7% reported improvement in school, and 11.6% reported improvement in academic performance.

#### 4. Associated Knowledge Areas

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

#### Outcome #4

##### 1. Outcome Measures

The smart Home Buying and Foreclosure Prevention ETP developed the following outcome measures: program effectiveness, knowledge about home buying process, financial position, purchase capacity, and loss mitigation awareness.

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Condition Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

##### 3c. Qualitative Outcome or Impact Statement

###### Issue (Who cares and Why)

The greatest investment that most people have is their home. This program seeks to help individuals make good decisions about purchasing a home or assist them with keeping the one they own.

###### What has been done

In order to gauge the effectiveness of the program and how it directly impacted the target population a pretest, posttest, and delayed posttest were conducted. Of the 93 participants 62 returned surveys. The responses will not only be used to gauge the success of the program for the 2009 program year, but to also help improve the program for 2010. Overall the participants had a positive view of the Realizing the American Dream.

###### Results

Of the program participants: 58% were having a difficult time meeting their monthly mortgage payment, 42% were interested in buying a home but did not know how, 93% strongly believed that the program was interesting, 94% strongly believed that the information was useful, 91% strongly believed that the activities were helpful, and 95% strongly believed that their involvement would have an impact on their future.

Of the program participants 42.4% increased their knowledge on homebuying. Of the respondents 96% increased their knowledge in one or more of the program target areas (manage money, manage credit, create home buying plan, get a good mortgage loan, shop a home).

After the programs conclusion 34% of the respondents reviewed their credit, 22% increased savings, and 96% completed one or more of the program action items (budget, home buying plan, savings plan, credit plan, loss mitigation plan).

Of the program participants: 3 purchased homes, 2 changed their current home mortgage, and 6 entered a loss mitigation program.

#### 4. Associated Knowledge Areas

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

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

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

##### Brief Explanation

The poor national and state economy and the drought during the first part of the year were the two largest external factors that had an impact on outcomes. The economy resulted in less than expected state and federal revenues which resulted in appropriation changes. The largest impact was on the RAI grant program, which was cut by 80%. The drought also added financial pressures to many small and large communities.

#### 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

Economic and Community Development included many different activities and projects. Each of these has its own specific evaluation methods. The evaluation methods for Extension Team Project (ETP) within Economic and Community Development is explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

#### Key Items of Evaluation

**V(A). Planned Program (Summary)**

**Program # 11**

**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%		
<b>Total</b>		100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	12.0	3.4	0.0	0.0
Actual	12.0	2.1	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
184388	103873	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
279745	134563	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1006039	167674	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:

ETP15B - Consumers Score with Credit in Check Through Responsible Spending

Under this team project: 1) one inservice training was conducted with regional agents; 2) volunteer trainings were conducted by regional agents with supporting partners and community leaders, 3) supporting curricular was reviewed and

adapted/adopted, 4) Series of training classes were conducted with client groups. 5) Five (5) regional senior expos provided financial security information for later life, 6) Electronic resources were shared via online newsletters, online publications, the Urban online newsletter (Metro News) and the Extension System's "Thriving During Difficult Times" links.

ETP 15A - Realize Your Potential provides job preparation and entrepreneurship information and training. Activities included:

- 21 Business start-up seminars
- 10 Textile product workshops
- 1 Adult rural entrepreneurship serial workshop
- 1 Youth rural entrepreneurship serial workshop
- 74 Job preparation seminars
- 1 Career fair
- 2 Exhibits
- 3 Local newspaper articles

ETP15C - Family Financial Security and Consumer Education was designed to increase the financial literacy of Alabama citizens. Activities included:

- 128 Budgeting & money management presentations
- 90,000 *Money Management Calendars* distributed
- 20 Estate planning seminars
- 2 Estate planning video conferences
- 12 Heir property seminars
- 2 Heir property video conferences
- 1 county *America Saves* campaign and 3 piggy bank pageants
- 19 articles disseminated on the Extension website
- 31 Recordkeeping presentations
- 2 Energy Star bicycle activities
- 1 Energy conservation presentations
  
- 20 Identity theft and fraud programs
- 57 Taxpayers assisted with tax filing through the VITA Program, Internal Revenue Service
- 89 Reality Check Programs

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.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	20000	80000	8000	40000
<b>Actual</b>	14413	3181958	15104	0

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

**Patent Applications Submitted**

Year: 2009

Plan: 0

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
Plan	0	0	
Actual	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
2009	4	4

## 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	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>

**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
2009	500	1117

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

ETP 15B Consumers Score provided financial management training to families and individuals to answer key questions of "What do I have and how will I spend, invest, and secure the financial future for me and my family?"

ETP 15A Realize Your Potential provided training to increase job search and business development knowledge.

ETP 15C Family Financial Security and Consumer Education provided training to increase financial management knowledge.

**What has been done**

ETP 15B, Consumers Score, offered a six lesson training series to 192 families and individuals on: 1) credit, 2) budget assessments and planned spending, and 3) increasing financial security through investing and saving. And, 925 adults participated in 5 senior expos.

ETP 15A: Presented 33 entrepreneurship and 77 career development training programs to prepare citizens to start a business, explore careers or find employment.

ETP 15C Provided training programs on an array of topics to increase financial knowledge (Description above).

**Results**

ETP 15B Consumers Score program participants: 1) increased their knowledge of how to obtain information on their credit score, 2) understood steps in buying, 3) knew pros and cons of credit cards and effects on overall credit ratings, 4) understood the importance of and how to put in place a spending plan.

ETP 15A: Participants increased knowledge of planning, financing, marketing and setting up a business.

ETP 15C: Participants increased knowledge of budgeting, credit, saving, taxes, estate planning, heir property, fraud/ID theft and recordkeeping.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
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.

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	15	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

During 2009 Alabama experienced its highest rate of unemployment in 26 years and lost 65,000 jobs due to the recession. The poverty rate was at 15.7%. Large numbers of Alabamians needed training that would help them to generate income through employment and entrepreneurship opportunities. Families struggled to make ends meet and make financial decisions that would lead to financial security in the future.

**What has been done**

Under ETP 15A 1,884 adults and 3,631 youth participated in job search and business start-up programs. Under 15C 10,594 adults and 11,473 youth were reached with programs focused on budgeting, credit, estate heir property, saving, recordkeeping, energy efficiency, tax preparation, and identity theft.

**Results**

ETP 15A and ETP 15C produced 21 success stories: Participant's statements indicate program benefits: "I now know I have the ability to learn new skills in a short period of time without having to go to school for it. I also see how I can turn this adventure into a small business." "The program helped me so much. Before attending I lacked self-esteem, but now I have an impressive resume' and learned interview and job hunting skills that will help me find a good job." "I learned how to manage my money and spend it wisely on things I really need." "Since I did not have to pay anyone for tax prep, I can put some of my refund into my savings account. Thank you so much."

#### 4. Associated Knowledge Areas

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

#### 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

The nation's economic downturn, accelerated unemployment, increased cost of living and short-term assessment of outcomes are external factors that affected program outcomes.

#### 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

Pre, post and delayed post assessments were used with the Consumers Score ETP.

Post assessment outcomes (at the completion of training) indicated:

- 35% of those who did not have a checking account indicated that they would open one
- 82% was able to balance their check book
- 64% understood the steps in the buying process
- 92% knew how to obtain information on their credit score
- 96% was knowledgeable of steps to take to manage credit and improve their credit score
- 97% knew the advantages and disadvantages of credit cards and the effects on overall credit ratings

Delayed post-assessments (3 month follow-up) indicated that 14% of customers participating in the Consumers Score ETP who did not have a savings account opened one. Fourteen percent (14%) increased their savings to reach financial goals. Thirty (30%) developed a family spending plan. Thirty (30%)

understood and was applying the steps in the buying process and 30% had obtained information on their credit score.

ETP 15C: In post-evaluations of Heir Property programs 76% learned legal rights and responsibilities of family members, 79% learned factors that can cause a family to lose ownership of its land, 74% learned precautions to take to keep land in the family, 71% learned how to deal with family members concerning heir property. In Estate Planning programs 76% learned how to use a trust, 76% learned what to consider in an estate plan, 84% learned the importance of creating a will.

### **Key Items of Evaluation**

The Consumers Score Team Project was designed to provide outreach to families and individuals who are seeking to improve their credit scores and their financial standing through wise banking, credit, saving and investing. Pre-assessments profile of the audience's knowledge were obtained prior to training. Post-assessments were conducted to assess knowledge gained and anticipated changes in behavior. A delay-post assessment was conducted in a 3 month follow-up to assess adoption of behavior over time with a small sample group. About 1/3 of the respondents could access their credit score and were taking steps to improve their financial standing.

**V(A). Planned Program (Summary)****Program # 12****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%		
	<b>Total</b>	100%	100%		

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	8.5	0.6	0.0	0.0
Actual	11.3	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
174965	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
264809	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1373998	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

Extensive fire ant educational campaign including meetings, demonstrations, workshops, field days. Cutting edge industry update meetings in greenhouse/nursery, turfgrass, fruit, and vegetables. Pruning workshops, mastergardener lectures, and advanced master gardener workshops. Pest monitoring and reporting systems development for vegetables. Produce markets development meetings. IPM strategies education and inservice trainings (ex. trap crops). Landscape professional educational programs (Sustaining Profits with Economic Uncertainty, Workplace Safety,). Multi-site internet strawberry production educational program. Multi-site broadcast for Commercial Household Pest Management training. First annual webinar for Integrated Pest Management training.

**2. Brief description of the target audience**

The primary target audiences are commercial horticulture producers, extension educators, master gardeners.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	41000	97000	4000	10000
<b>Actual</b>	28500	110000	680	100

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	10	0	10

**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
2009	2	4

**Output #2**

**Output Measure**

- Fire Ant educational program generated 4 publications, 6 scientific presentations, 52 in-state presentations, 28 field demonstrations, 10 workshops, 1 eXtension web conference, 11,000 unique page visits to

eXtension, distribution of 1400 fire ant publications

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	6

**Output #3**

**Output Measure**

- Integrated pest management efforts reached over 650 growers, 10 grower meetings, 6 insect monitor sites, 8 vegetable advisories, 1 trap crop in-service training, 1 IPM web conference, 5 workshops, 25 presentations, 3 exhibits (1440 participants)and 50 agents trained.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	10

## 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	Fire ant education and control best management practices and products.
4	Increase in proper use and effective control of fire ants
5	Integrated pest management education

**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.

Not Reporting on this Outcome Measure

**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.

Not Reporting on this Outcome Measure

**Outcome #3**

**1. Outcome Measures**

Fire ant education and control best management practices and products.

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	10000

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Fire ants affect almost every individual in the southeast U.S. Thousands of injuries occur each year and millions of dollars are spent in commercial and home environments.

**What has been done**

This program provided educational exhibits at two major state fairs, the southeast Sunbelt Expo, Auburn Fall Roundup and workshops associated with vegetable, fruit, and turf educational events. Twentyeight demonstration/field day events, fiftytwo in state presentations, to adults and youth, generated four publications, six scientific presentations and reached over 10,000 people

**Results**

Knowledge was gained by over 2,000 participants through workshops, presentations and field days. In a workshop of 122, 62% had shared knowledge gained with others. 1550 youth gained knowledge through inside and outside classroom training.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems

**Outcome #4**

**1. Outcome Measures**

Increase in proper use and effective control of fire ants

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	1000

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Thousands of pounds of pesticides are used in the southeast for fire ant control in commercial and home environments. Many of these products require multiple applications and provide on temporary control.

**What has been done**

Over 10 workshops and twentyeight demonstrations were conducted including commercial agricultural producers and homeowners.

**Results**

Over fifty percent responded that they would change their method of fire ant control to use long lasting baits once or twice per year over products that would have to be used four to six times per year. A fifty to eighty percent

reduction in chemical use by these individuals.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems

#### Outcome #5

##### 1. Outcome Measures

Integrated pest management education

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	3000

##### 3c. Qualitative Outcome or Impact Statement

###### Issue (Who cares and Why)

Concern over health and environment, high cost of products, and continued demand for high quality fruits and vegetables by consumers keeps pest management a high priority in educational efforts

###### What has been done

Ten grower meetings provided latest updates on pest management for various horticultural crops. Three in-service trainings for extension agents were conducted (webinar, and field/classroom). Pheromone trap monitoring for vegetable set up at six locations statewide. Trap crop workshop and funding developed.

###### Results

Over five hundred growers participated in meetings, sixtyfive agents/specialists in one or more in-service trainings, eight insect advisories posted during the season, three trap crop evaluations initiated, over 1,000 face to face consults on IPM best mangement with growers. Comments from surveys indicate that more IPM education is needed, especially within the rising number of newer growers. Personal contacts with growers through specialists and REA's has shown increased use of IPM, trapping and monitoring, and use of advisories.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
215	Biological Control of Pests Affecting Plants
216	Integrated Pest Management Systems

### **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**

### **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**

**V(A). Planned Program (Summary)****Program # 13****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%		
	<b>Total</b>	100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	22.9	0.5	0.0	0.0
Actual	24.0	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
370284	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
560424	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2909530	0	0	0

**V(D). Planned Program (Activity)**

## 1. Brief description of the Activity

The GIS ETP addressed the need for our Agronomy Regional Extension Agents (REAs) to be knowledgeable in the use of geospatial technologies. The use of geospatial technologies, including global positioning system (GPS) hardware and geographic information systems (GIS), continues to grow in the areas of agriculture, forestry, and natural resources. The Extension Agronomy Team determined that educating REAs in the use of these technologies would enhance their ability to improve Alabama producer profitability and environmental stewardship.

Rapid Response Agronomic Response Program: This ETP provided team members with a vehicle to provide service to their clientele and report on significant successes that helped individuals as well as their local communities. Farmers that were facing

extreme financial hurdles turned to ACES Agents and specialists for unbiased research-based information and advice. Sometimes these contacts were face-to-face, but can also occurred over a telephone, radio, or even the Internet. These contacts commonly paid large dividends to farmers in financial terms as well as in dealing with government programs and environmental issues. Agents responded and provided recommendations or access to someone who could.

Peanut extension and on-farm research conducted at both the Wiregrass and Gulf Coast Regional Research and Extension Centers, four on-farm demonstrations were conducted so farmers could see how new varieties performed in their area. Specialists and agents have conducted a Peanut Scouting School for more than 20 years, focusing on correct identification of pest problems and the timely applications of pesticides. In 2009, three Scout training Schools were held across the peanut belt. A new method of pod-blasting technology has been developed to identify the optimum time for peanut harvesting. This new method uses readily available pressure washers and was introduced to regional extension agents, county extension agents and growers in peanut-producing areas.

Glyphosate (Roundup, etc.) resistant Palmer pigweed documented in a South Georgia cotton field in 2005 has spread to an estimated 500,000 to one million acres in Georgia and South Carolina since that time. In response to reports of uncontrolled pigweed in a Barbour county field in 2007-2009, the regional ACES agronomist and ACES extension weed scientist visited the field and applied glyphosate at high rates to existing pigweed without success. Recommendations for control using other herbicides were made and the field was cleaned up. Seed were collected from this site and also from a site in North Baldwin county for evaluation in the greenhouse in 2009. Results from greenhouse screening showed that the palmer pigweed population from Barbour county was resistant to a 6X and higher rate of glyphosate while the Baldwin county population was not found to be resistant. A field day was held in October 2009 on the Barbour county farm to show results of alternative control methods for managing glyphosate-resistant pigweed. Several popular articles alerting farmers and the general public to this new pest and providing alternative methods to control it were published (Birmingham News, Southeast Farm Press, USA Today, etc.). We also collected pigweed seed from a field in Houston county that is strongly suspected of being resistant. This seed was evaluated in the greenhouse during 2009.

## **2. Brief description of the target audience**

The target clientele of this program was a "traditional" agricultural audience composed of county agents, crop consultants, producers, industry representatives, and state and national cotton interests. In addition, our clientele include private citizens who involved in the production industry or where there are concerns at the farm/urban interface. Educational programs were provided for producers and citizens interested in all major row crops including corn, cotton, peanuts, soybeans, and small grains as well as for alternative and bioenergy crops. In addition, educational programming was developed for the use of GIS in the forestry industry and recreational activities.

In 2011, more effort will be made to incorporate the national initiatives that include Climate Change, Global Food Security and Hunger, and Sustainable Energy and the target audience will be broadened accordingly. Specifically, it is imperative that we energize and mobilize our efforts to educate the coming generations on population needs with relation to population growth, nutrition, sustainability, effect on climate change, and food supply and security.

## **V(E). Planned Program (Outputs)**

### **1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	56000	210000	4500	16500
<b>Actual</b>	58500	225000	4500	17000

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	2	2	85

**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**

- There were 4 programs officially evaluated by our precision agriculture team as well as one of our regional entomologists. In each case, an evaluation instrument was developed to specifically address the value and effectiveness of the information delivered. One of the evaluations was more traditional in nature while the other three were tailored after an evaluation matrix that is currently being considered by the evaluation leader on our team (<http://excellenceinextension.tamu.edu/images/chart.pdf>).

Year	Target	Actual
2009	{No Data Entered}	3

## V(G). State Defined Outcomes

### V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	<p>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.</p>
2	<p>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:</p> <p>Why: Explain the reason the program was done, or the situation or problem that the program addressed</p> <p>What: Specifically what was done and how it was done.</p> <p>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.</p> <p>Where: Specific location-- the county or counties involved.</p> <p>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.</p> <p>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.</p> <p>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.</p>

**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
2009	100000000	100000000

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Many of our programs are funded via commodity group check-off funds and we are directly responsible to those groups to provide quality programming. One of the measures that they can directly measure is how well we are helping them maintain their profit/income levels.

**What has been done**

Over the past year, over 85 to 100 production meetings were held across the state. In addition, 40 field days, and over 2500 field visits were made in an effort to identify problems, identify solutions, and follow-up on the results. REAs, CECs, and specialists have worked together to provide the information to the producers. In addition, three websites have been created, and one team has begun utilizing FaceBook and Twitter to provide information to their producers.

**Results**

Saved producers input costs; i.e., the team saved north Alabama soybean producers \$1.05 million by preventing an unnecessary fungicide application and reducing pesticide load into the local environment; Provided advisory information on salvaging flooded crop sites through hands-on training on yield estimation and quality losses; Trained producers on how to evaluate potential crop disasters and when to terminate to eliminate costs; i.e., the team saved a producer between \$100-\$150 per acre in a wheat crop with a poor stand, resulting in a larger profit for his operation and income for his family; Provided third-party information source for producers to utilize accurate, unbiased information; i.e., our work with cotton variety selection in central AL increased producer profits on 30,000 X \$50/acre totaling \$1.5 million. This benefits the individual family, local community, and state economic health.

**4. Associated Knowledge Areas**

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

215	Biological Control of Pests Affecting Plants
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.

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2009	12	12

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

The primary issues facing our producer clientele this season included herbicide resistant weed management, insect management, cost/profit potential, environmental and weather extremes, and disaster at harvest-time due to heavy rains and flooding over the course of several months. The producers care because it is their livelihood; the financial institutions care because they may not have a return on their investment; and the general public cares because they need food and fiber.

#### **What has been done**

We have spent many hours answering questions via e-mail, telephone, video-conference, two-way radios, written publications, farm tours, and individual farm visits. In addition, over \$350,000 in grant funding has been garnered to support our activities. We have three very active web sites including [www.alabamacrops.com](http://www.alabamacrops.com); [www.aces.edu/anr/precisionag](http://www.aces.edu/anr/precisionag); and [www.aces.edu/~azm0024/extension](http://www.aces.edu/~azm0024/extension)

#### **Results**

Our efforts resulted in the following: approximately 75 field trials; over 500,000 dollars in grant funding including REAs, CECs, and specialists; and thousands of contacts. We were able to advise producers on the best yielding crop cultivars to plant, avoidance and delay of the occurrence of herbicide resistance in weeds, conventional

cotton production, reduced costs, decisions on harvesting disaster-affected crops. In addition, the GIS program was able to train end users not familiar with the technology and began developing the use of GIS in athletic activities.

#### 4. Associated Knowledge Areas

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

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

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

##### Brief Explanation

External factors this season were two-fold in nature: 1- included the lack or limited travel and operating funding that is normally expected and garnered through internal and external. For example, industry support has dwindled over the past few years given the extreme economy downturn and income shortfalls that have reduced their budgets as well. 2- Extremely wet weather early in the growing season delayed planting significantly and extremely wet conditions from September 2009 through the end of the year decimated what was expected to be a very good crop harvest.

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

##### 1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)

#### Evaluation Results

The Precision Agriculture Program utilized their expertise and technologies to positively impact agriculture by helping farmers decrease application overlap and target crop inputs to where they are needed. Efficiency and crop yields were increased and environmental impact was reduced. Precision agriculture and this program have saved producers an estimated \$10,000,000 in chemical, fertilizer and seed costs. Environmental impact has been reduced and average of 10% which will result in improved soil and water quality. Approximately thirty thousand acres in north Alabama were impacted through the CORS project. RTK technology provided producers an average savings of 10%. Farmers participating in the Courtland CORS project will also save as much as \$50,000/year for a total savings of \$450,000 per year in seed and chemical cost. Applications of nitrogen fertilizer using CORS RTK technology will yield an additional \$500,000 in annual savings. Shannon Norwood and Amy Winstead, primarily leaders in the ACES precision ag program, were rewarded for their hard work as National Winners in the Search for Excellence in Remote Sensing and Precision Agriculture (award presented by the National Association of County Agricultural Agents). In addition:

- a. Saved producers input costs; i.e., the team saved north Alabama soybean producers \$1.05 million by preventing an unnecessary fungicide application and reducing pesticide load into the local environment;
- b. Provided advisory information on salvaging flooded crop sites through hands-on training on yield estimation and quality losses;
- c. Trained producers and crop scouts on insect thresholds and their use; i.e., cotton stink bug surveys benefited producers \$50/acre on a 5000 acre area resulting in a savings of \$250,000;
- d. Trained producers on how to evaluate potential crop disasters and when to terminate to eliminate costs; i.e., the team saved a producer between \$100-\$150 per acre in a wheat crop with a poor stand, resulting in a larger profit for his operation and income for his family;
- e. Provided third-party information source for producers to utilize accurate, unbiased information; i.e., our work with cotton variety selection in central AL increased producer profits on 30,000 X \$50/acre totaling \$1.5 million. This benefits the individual family, local community, and state economic health.

### **Key Items of Evaluation**

Key items to consider:

- 1- Members of the team won numerous national awards: Amy Winstead and Shannon Norwood, Search for Excellence in Remote Sensing and Precision Agriculture (national winners);
- 2- Dale Monks was awarded the National Extension Cotton Specialist of the Year for 2009;
- 3- Research-based recommendations literally saved producers millions of dollars in areas that included but were not limited to: correct cultivar selection; avoidance of unnecessary pesticide applications, reducing the spread of herbicide resistant weeds, incorporating GIS and precision ag techniques into their production systems, work with sugar cane and oil seed production for sustainable energy;
- 4- State and national AACAAS and NACAAS awards

**V(A). Planned Program (Summary)**

**Program # 14**

**1. Name of the Planned Program**

Poultry Production and Processing

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
307	Animal Management Systems	60%	0%		
315	Animal Welfare/Well-Being and Protection	10%	0%		
403	Waste Disposal, Recycling, and Reuse	30%	0%		
<b>Total</b>		100%	0%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	4.6	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
70450	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
106626	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
533754	0	0	0

**V(D). Planned Program (Activity)**

1. Brief description of the Activity

Extension efforts within PPA23 cover many of the disciplines transferring knowledge to the Poultry Industry, game bird producers and backyard flock owners in Alabama. Efforts have continued (Blake, Macklin, Hess, Bilgili) to advise producers and industry personnel on the reuse of litter and its enlightened use as a fertilizer, including alternate litter treatments to reduce ammonia and windrow composting to reduce pathogens (cocci, IBDV, AI). In support of these efforts, John Blake and Ken Macklin have been involved in Auburn's Interagency Waste Management Team and suggested that the group host an environmental seminar during the Poultry Science Association meeting in either 2011 or 2012. Other extension activities completed through the Poultry Science Department include animal welfare audits (Bilgili) and Avian embryology posters (Blake and Hess).

County and regional extension agents are involved in the completions of a number of programs throughout the counties

having poultry production, participating in the development and implementation of county and regional poultry grower associations. A number of regional and county staff are actively involved in transferring information to backyard flock owners through regional meetings and direct contacts.

House construction/retrofitting and ventilation management are two critical aspects that influence and contribute to indoor air quality by removing excess ammonia, excess moisture, and excess heat from the poultry house efficiently and cost-effectively. However, house design and management considerations greatly influence energy consumption and the in-house conditions which impact bird well-being and flock performance. Research that contributes to the seasonality of ventilation management techniques and costs associated with retrofitting older houses, improved designs for new construction, and in-house environmental conditions monitoring equipment technologies will ultimately contribute to improvements in air quality, litter quality, bird health, flock performance, and profitability.

## 2. Brief description of the target audience

Target audiences associated with this planned program include poultry industry personnel, poultry growers (farmers), gamebird producers, backyard flock owners and consumers.

### V(E). Planned Program (Outputs)

#### 1. Standard output measures

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>Actual</b>	12085	17105	685	0

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

##### Patent Applications Submitted

Year: 2009

Plan:

Actual: 0

#### Patents listed

#### 3. Publications (Standard General Output Measure)

##### Number of Peer Reviewed Publications

2009	Extension	Research	Total
<b>Plan</b>			
<b>Actual</b>	29	0	29

### V(F). State Defined Outputs

#### Output Target

#### Output #1

##### Output Measure

- Improved technologies for cooling heat-stressed broilers and broiler breeders in hot weather employing the integrated control of ventilation and environmental control systems were developed with the intention to improve bird performance and well-being. The cooling efficiency, economic performance, and bird well being associated with the performance of poultry in tunnel ventilated housing was improved with the implementation of new and emerging technologies and improvements in engineering design and

modifications. Examples of these technologies are tunnel inlet doors, recirculating evaporative cooling systems, improved sealant and insulation materials and installation techniques, higher efficiency exhaust fans, and energy-efficient lighting.

Year	Target	Actual
2009	{No Data Entered}	0

**Output #2**

**Output Measure**

- Avian embryology posters were developed to provide information to a range of consumer and producer groups. Three posters were created, chicken, bobwhite quail and pheasant, to provide embryology training to hatchery workers in the poultry and gamebird industries, as well as to provide embryology teaching aids to middle and high school biology teachers. These posters have been distributed in Alabama and 11 other states and have been actively distributed to all the target audiences through aggressive marketing by the poultry extension team and regional and county extension personnel.

Year	Target	Actual
2009	{No Data Entered}	0

**Output #3**

**Output Measure**

- Improved technologies for heating poultry houses in cold weather were developed with the intention to improve bird performance and well-being. The heating efficiency, economic performance, and bird well being associated with the performance of poultry in tunnel ventilated housing was improved with the implementation of new and emerging technologies and improvements in engineering design and modifications. Examples of these technologies are stir fans, attic inlets, conversion from propane to natural gas, improved sealant and insulation materials and installation techniques, and higher density brooding.

Year	Target	Actual
2009	{No Data Entered}	0

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Several years of both research demonstration and an extensive number of presentations on the use of windrow composting amongst the poultry community have culminated in an increase in the use of this technique to reduce disease in poultry flocks in Alabama and nationally.

**Outcome #1**

**1. Outcome Measures**

Several years of both research demonstration and an extensive number of presentations on the use of windrow composting amongst the poultry community have culminated in an increase in the use of this technique to reduce disease in poultry flocks in Alabama and nationally.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{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
307	Animal Management Systems

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy

**Brief Explanation**

Downturn in the housing market has reduced the amount of pine shavings (created from timber harvest for wood) that are available for bedding for poultry farmers. Consequently, we spent a great deal of our time speaking to grower groups about alternatives to pine shavings as bedding.

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

**1. Evaluation Studies Planned**

- After Only (post program)

**Evaluation Results**

Growers appreciated timely information on housing, bedding sources and litter management.

**Key Items of Evaluation**

**V(A). Planned Program (Summary)**

**Program # 15**

**1. Name of the Planned Program**

Aquaculture, Freshwater, and Marine 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
111	Conservation and Efficient Use of Water	5%	15%		
112	Watershed Protection and Management	10%	20%		
134	Outdoor Recreation	15%	20%		
135	Aquatic and Terrestrial Wildlife	10%	5%		
136	Conservation of Biological Diversity	5%	5%		
302	Nutrient Utilization in Animals	5%	0%		
303	Genetic Improvement of Animals	5%	0%		
307	Animal Management Systems	15%	0%		
311	Animal Diseases	10%	0%		
601	Economics of Agricultural Production and Farm Management	5%	0%		
605	Natural Resource and Environmental Economics	5%	5%		
806	Youth Development	10%	30%		
	<b>Total</b>	100%	100%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890

Actual	7.6	0.0	0.0	0.0
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2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
117159	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
177319	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
920043	0	0	0

## **V(D). Planned Program (Activity)**

### **1. Brief description of the Activity**

The primary activities in this area are associated with 5 statewide focus areas and general activities of our Program Area. These are:

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

- maintain education section of [www.alearn.info](http://www.alearn.info) web site

- Conduct school visits

- Conduct field days and exhibitions of aquaculture and its potential as a career

- Provide intensive training for teachers from AL, GA, and CT on recirculating aquaculture systems as tool to teach math and science

- Conduct activities and camps for students interested in fisheries, aquaculture and aquatic ecology

- Support K-12 programs with fish, supplies and equipment with funded grants

- 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

- Water quality training

- Training in proper handling techniques

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

- public workshops and presentations involving pond management

- Newspaper articles, radio spots, and television appearances

- Maintain pond management section of [www.alearn.info](http://www.alearn.info) web site

- Conduct surveys of pond owners to provide feedback to extension

- Weed and water quality analyses and recommendations

- Coastal resources program designed to address environmental and economic issues in the coastal zone.

- Support for the oyster gardening program

- Analysis of working waterfronts

- Educational support for the clean marina program

- Maintenance of the Auburn University Marine Extension and Research Center web site

- Aquaculture extension to increase the viability and profitability of producers.

- Development of and multiple training sessions involving intensive aquaculture systems

- Maintenance of the aquaculture portion of the [www.alearn.info](http://www.alearn.info) web site

- Responses to fish kills in aquaculture

- Provide reactive services

- Provide economic analyses and projections to the industry

- General Activities of this team:

- Training of agents in basic fish biology

- Cooperation and participation with other agencies concerning timely aquatic resource issues

- Provide angler education presentations

- Collaboration with Forestry and Natural Resources in support of the Alabama Water Watch volunteer water quality monitoring program

### **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: high school math and science teachers and students, fish bait producers and dealers, recreational anglers, commercial fishers, recreational fish pond owners, aquaculture producers, aquatic conservation organizations, 4Hers involved in aquatic programs.

## **V(E). Planned Program (Outputs)**

### **1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>Actual</b>	10641	2605467	3803	0

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

**Patent Applications Submitted**

Year: 2009

Plan:

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>			
<b>Actual</b>	8	0	8

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Pond management workshops

Year	Target	Actual
2009	{No Data Entered}	8

**Output #2**

**Output Measure**

- Aquaculture workshops

Year	Target	Actual
2009	{No Data Entered}	25

**Output #3**

**Output Measure**

- Teacher training workshops

Year	Target	Actual
2009	{No Data Entered}	6

**Output #4**

**Output Measure**

- Visits to our extension website [www.ALEARN.info](http://www.ALEARN.info)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	175942

## V(G). State Defined Outcomes

## V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	<p>Aquaculture/Aquascience education</p> <p>short-term</p> <ul style="list-style-type: none"> <li>*improve attendance and performance of students</li> <li>*Increase appreciation of both aquaculture and aquatic natural resources by students and teachers</li> </ul> <p>long-term</p> <ul style="list-style-type: none"> <li>+increase graduation rates</li> <li>*Produce a better trained workforce for aquaculture</li> </ul>
2	<p>Improving the survival of live bait in bait shops</p> <p>Train bait dealers</p> <p>Increase bait dealer profits</p>
3	<p>Management of recreational sportfishing ponds</p> <p>short-term</p> <ul style="list-style-type: none"> <li>*Increase understanding of pond function and management by owners</li> </ul> <p>long term</p> <ul style="list-style-type: none"> <li>* Reduce improper management by consultants</li> <li>* Increase satisfaction and enjoyment of ponds by owners</li> <li>* Increase profit for pay-to-fish operations</li> </ul>
4	<p>Coastal Resources Program</p> <p>short-term</p> <ul style="list-style-type: none"> <li>* increase public awareness of coastal environmental issues</li> <li>* Increase public awareness of loss of working waterfront</li> </ul> <p>long term</p> <ul style="list-style-type: none"> <li>*Establish a viable mariculture industry in Alabama</li> </ul>
5	<p>Aquaculture</p> <p>short-term</p> <ul style="list-style-type: none"> <li>* Increase the knowledge of producers in more efficient practices</li> <li>* Expand the use of hybrid catfish in production</li> </ul> <p>long-term</p> <ul style="list-style-type: none"> <li>* Diversify the species produced in Alabama</li> <li>* Improve marketing of products</li> <li>* Shift the industry away from current pond approach to more efficient intensive systems.</li> </ul>
6	<p>General Team Activities</p> <ul style="list-style-type: none"> <li>* Increase public of water conservation</li> <li>* Increase pulic appreciation for watershed and wetland conservation and management</li> <li>* Improve angler education to increase understanding of fisheries management and increase angler enjoyment of fishing.</li> </ul>

**Outcome #1**

**1. Outcome Measures**

Aquaculture/Aquascience education short-term \*improve attendance and performance of students \*Increase appreciation of both aquaculture and aquatic natural resources by students and teachers long-term +increase graduation rates \*Produce a better trained workforce for aquaculture

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Several schools in Alabama have developed aquaculture programs both as vocational and science training. Our team provides much of the training for the teachers and volunteers involved.

**What has been done**

Hands on training workshops have been conducted. Web-based teaching resources including lesson plans have been made available.

**Results**

The number of school-based aquaculture/aquascience programs around the state remains about constant. This is somewhat of a success because we are training new teachers at a rate equal to attrition. This has been particularly difficult in an economic downturn.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2**

**1. Outcome Measures**

Improving the survival of live bait in bait shops Train bait dealers Increase bait dealer profits

Not Reporting on this Outcome Measure

### Outcome #3

#### 1. Outcome Measures

Management of recreational sportfishing ponds short-term \*Increase understanding of pond function and management by owners long term \* Reduce improper management by consultants \* Increase satisfaction and enjoyment of ponds by owners \* Increase profit for pay-to-fish operations

#### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

#### 3a. Outcome Type:

Change in Knowledge Outcome Measure

#### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

#### 3c. Qualitative Outcome or Impact Statement

##### Issue (Who cares and Why)

Ponds are important features on the landscape that provide tremendous recreational opportunities to the public. These ponds are often poorly managed or not managed at all.

##### What has been done

Educational workshops and consultative services have been provided to owners. Pond management literature has been made available online at [www.ALEARN.info](http://www.ALEARN.info).

##### Results

Pond owners have expressed an increase in knowledge and understanding after our workshops.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
134	Outdoor Recreation
135	Aquatic and Terrestrial Wildlife
601	Economics of Agricultural Production and Farm Management
605	Natural Resource and Environmental Economics

### Outcome #4

#### 1. Outcome Measures

Coastal Resources Program short-term \* increase public awareness of coastal environmental issues \* Increase public awareness of loss of working waterfront long term \*Establish a viable mariculture industry in Alabama

Not Reporting on this Outcome Measure

**Outcome #5****1. Outcome Measures**

Aquaculture short-term \* Increase the knowledge of producers in more efficient practices \* Expand the use of hybrid catfish in production long-term \* Diversify the species produced in Alabama \* Improve marketing of products \* Shift the industry away from current pond approach to more efficient intensive systems.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The aquaculture industry in Alabama (in fact the entire Southeast) is decline due reduced profitability. These reduced profits are due to high feed cost, competition from cheap overseas products, and inefficient production practices.

**What has been done**

Demonstration systems of more efficient systems (divided pond systems) have been established. Workshops have been held to deliver information.

**Results**

At least one farmer (a local inovater and someone considered a leader) has adopted the new system as a demonstration and is expanding those approaches given his increased profits in the first system.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
136	Conservation of Biological Diversity
302	Nutrient Utilization in Animals
303	Genetic Improvement of Animals
307	Animal Management Systems
311	Animal Diseases
601	Economics of Agricultural Production and Farm Management

## **Outcome #6**

### **1. Outcome Measures**

General Team Activities \* Increase public of water conservation \* Increase pulic appreciation for watershed and wetland conservation and management \* Improve angler education to increase understanding of fisheries management and increase angler enjoyment of fishing.

Not Reporting on this Outcome Measure

### **V(H). Planned Program (External Factors)**

#### **External factors which affected outcomes**

- Economy

#### **Brief Explanation**

The downturn in the economy affected both our ability to deliver programs and the participation of the public. Due to inability to replace regional agents we had large areas of the state that were not covered as well as in the past. Fewer workshops were requested. Attendance at some of workshops was reduced.

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

#### **1. Evaluation Studies Planned**

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

### **Evaluation Results**

1. A random survey of recreational fish pond owners throughout Alabama indicated that almost twice as many pond owners used information from friends and family or no information at all as compared to Extension sources. This indicates a continuing need to reach new audiences with our recreational pond fish program.

2. Using pre vs post survey, the participants of one of our pond management workshops expressed a significant increase in knowledge plus they also express high levles of satisfaction with the program.

3. In a youth development and training camp, the youth participants demonstrated a 63% increase (pre vs post test) in knowledge of aquaculture and aquatic natural resource over a 1 week period.

### **Key Items of Evaluation**

In a youth development and training camp, the youth participants demonstrated a 63% increase (pre vs post test) in knowledge of aquaculture and aquatic natural resource over a 1 week period.

**V(A). Planned Program (Summary)**

**Program # 16**

**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%		
<b>Total</b>		100%	0%		

**V(C). Planned Program (Inputs)**

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

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Actual	8.1	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
124406	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
188288	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
986261	0	0	0

**V(D). Planned Program (Activity)**

1. Brief description of the Activity

Farm Management and Agricultural Enterprise Analysis is an educational-service program 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. The six economists who are employed by the Alabama Cooperative System and member associations directly served about 190 paying units (275 farms) 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 2009: 101 sole proprietorships, 22 LLC's, 31 S-Corps, 32 partnerships, 3 C-Corps, and 1 non-profit. 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 specialists and 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.

Examples of particular farm-level issues/problems addressed are: tax consequences of equipment purchases; feasibility of alternative enterprises such as blueberries, goats, poultry, canola and other oil crops, market gardens and organic production, cow-calf and cattle; feasibility of incurring a loan or refinancing; evaluation of the merits of the LLC legal business form; evaluation of alternative enterprise mixes such as peanuts and cotton to promote profitability; and impact of Section 179 depreciation. Issues/problems addressed having implications for many farms included: specifics of Federal and State depreciation rules and application to particular types of assets: equipment, buildings, and livestock. Also, numerous farmers were advised relative to management of their tax liability through timing of income and expenses and income averaging. Rapid increases in input prices, especially for fuel, fertilizer and feed, also caused farmers to seek and evaluate alternatives.

**2. Brief description of the target audience**

Primary focus and interaction of the program is initially on the 275 or so cooperators in the State's four Farm Analysis Associations. However, data and information generated from these interactions is used in conjunction with knowledge and expertise of the Economists to guide and advise numerous other clientele, including but not limited to: other farmers; lenders; governmental authorities; tax consultants and accountants; research, teaching and extension faculty and specialists; and leadership of agriculturally related organizations.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>Actual</b>	8000	20000	100	500

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

**Patent Applications Submitted**

Year: 2009

Plan:

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>			
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Direct Advisement and counselling of 275 or so association members--multiple contacts.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	550

**Output #2**

**Output Measure**

- Advisement and counselling of non-members of Associations.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	1000

**Output #3**

**Output Measure**

- Publication of Annual Farm Analysis Summaries.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	3

**Output #4**

**Output Measure**

- Participation in tax and commodity meetings.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	60

**Output #5**

**Output Measure**

- Indirect impacts on decisions of those who attend meetings, read publications, and/or review blog listings or newsletters.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	5000

**Output #6**

**Output Measure**

- Participation in video conference for Extension Specialists and Agents

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	{No Data Entered}	15

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Knowledge base is expanded through provision of benchmarks for primary farm enterprises

**Outcome #1****1. Outcome Measures**

Knowledge base is expanded through provision of benchmarks for primary farm enterprises

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Farmers, policy makers, lenders, etc-- provides information relative to the potential financial status and fure viability of particular commodity producers.

**What has been done**

Benchmarks established for major State enterprises.

**Results**

Annual Summary provides a benchmark of data for economic education and decision making related to major enterprises in various production areas of the State: numbers fortop, middle, and lower thirds of farms are provided for comparison purposes. 2008 was generally a better year for Alabama farmers than the prior four years, 2004-2007. It was the first year since 2004 that cotton and cotton/peanut farms had positive net farm income from marketings. Cow-calf operations continued to have negative farm income from marketings for the period and dairy farms experienced the first negative net farm income for the period in 2008. Across all participating farms, only 2004 and 2008 had positive net farm incomes from marketings, without government transfers. Alabama farms producing largely grains did fairly well throughout the 2004-2008 period. For cow-calf operations, the lower third of farms had total operating expenses that were 20% higher than the middle third. Similarly, the middle third had levels that were 14% higher than the top third. The lower third lost \$276 per cow, while the middle third lost \$35 per cow and the top third made \$123 per cow. The lower third had a breakeven price of \$118/cwt., while the middle and upper thirds of producers had breakeven levels of \$96/cwt. and \$82/cwt., respectively. Interestingly, producers in the top third had more purchased feed (supplement and hay) but lower costs entries for labor, seed, machine hire, interest, fuel, insurance, cash rent, fence/building repair, and vet/medical supplies.

**4. Associated Knowledge Areas**

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

#### **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

##### **Brief Explanation**

Higher input prices, especially for feed, fertilizer, and energy, were important issues for several commodity producers--especially for animal agricultural groups. Instability in financial markets and the general economic downturn had adverse impacts across most sectors. Weather's impact was mixed across commodities and the State. Some areas of the State had adequate to good rainfall and had good yields. Others suffered.

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

1. Evaluation Studies Planned

##### **Evaluation Results**

##### **Key Items of Evaluation**