

# 2010 Southern University and A&M College Combined Research and Extension Annual Report of Accomplishments and Results

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## I. Report Overview

### 1. Executive Summary

The mission of the Southern University Agricultural Research and Extension Center; in its land-grant role, is to conduct statewide basic and applied research and to disseminate information to the citizens of Louisiana in a manner that is useful in addressing their scientific, technological, social, economic and cultural needs. In FY2010, the Southern University Agricultural Research and Extension Center (SUAREC) programs addressed NIFA Priority Areas through its planned programs. The main focus was to assist diverse audiences, who have limited social and economic resources, improve their access to positive opportunities through research and outreach education. SUAREC aims to help small-scale and limited resource farmers and ranchers develop and/or maintain viable farming operations that are in harmony with the environment, help communities build capacity to enhance the growth and development of the business and industrial sectors, and improve the quality of life for families and youth throughout the State. To ensure that clientele needs are addressed effectively, the research and extension programs target the same clients. Research projects are designed with inputs from stakeholders and the findings are specially packaged and disseminated by the extension agents. As a result of the devastation of the 2010 oil spill, SUAREC programs reached out to evacuees and others who needed assistance. Some of these programs were modified to assist citizens during the ongoing economic crisis. Soliciting stakeholder input is a continuous process which is embedded in the Southern University Agricultural Research and Extension Center's entire program development process. Stakeholder inputs are used to establish priorities goals and objectives consistent with state, regional and national issues based on the land-grant philosophy. The Center holds periodic strategic planning retreats to provide a forum for sharing knowledge and information between research and extension faculty and staff and for creating a model designed to integrate both entities. As a follow up to the strategic planning conference, joint research-extension exchange meetings were held to identify critical areas which warrant research by the Center to better serve the needs of clients. Other methods of seeking inputs were: plan of work conference, parish advisory council, survey of program staff, survey of clients, parish performance and planning review, chancellor's advisory council, planned program advisory council, etc. SUAREC continued to conduct internal evaluation of all research projects to ensure that they were meeting the needs of clients. All NIFA funded programs/projects and others seeking funding were subjected to a thorough scientific and educational peer review process. Additionally, all proposals were required to show clear evidence of stakeholder input prior to approval by the Vice Chancellor for Research and/or Vice Chancellor for Extension. In order to address the state and national needs, the Southern University Agricultural Research and Extension Center placed emphasis on the following broad areas:

- I. Sustainable Agricultural Systems
- II. Urban Forestry and Natural Resource Management
- III. Nutrition and Health
- IV. Family and Human Development
- V. Youth Development
- VI. Economic and Community Development

Area I addressed **Global Food Security and Hunger** and **climate Change**; area II addressed **Climate Change and Sustainable Energy**; area III addressed **Childhood Obesity** and **Food Safety**; area V partly addressed **Childhood Obesity**; and areas IV, V and VI addressed **Other** priority issues such

as family, youth development, and economic and community. Strong and very close working relations continued among these broad areas. For instance, in order to address global food safety and childhood obesity issues, Nutrition and Health personnel collaborated with personnel from Sustainable Agricultural Systems, Youth Development and Family and Human Development.

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 45.0 | 0.0      | 43.0 |
| Actual     | 0.0       | 43.0 | 0.0      | 44.0 |

**II. Merit Review Process**

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

- Internal University Panel
- Combined External and Internal University Panel
- Expert Peer Review

**2. Brief Explanation**

SUAREC continues to conduct internal evaluation of all research projects and extension programs to ensure that they are meeting the needs of its clients. The United States Department of Agriculture/National Institute of Food and Agriculture (USDA/NIFA) conducted a comprehensive review of the research program in 2004. The model and findings of that review continue to serve as benchmarks for merit and peer review. Additionally, as part of the Louisiana Cooperative Extension Service (LCES) agreement, extension programs and activities are reviewed annually for relevance and applicability to clients' needs by a joint team of experienced staff from both the Louisiana State University Agricultural Center (LSU AgCenter) and the Southern University Agricultural Research and Extension Center (SUAREC). Peer Review: all NIFA funded programs/projects and others seeking funding are subjected to a thorough scientific and educational peer review process. A Proposal Review and Evaluation Committee (PREC) comprising of faculty and staff from SUAREC and the greater university community is functioning effectively. It operates as a standing committee to review proposals consistent with standard agency guidelines and other established scientific and educational criteria. Proposals usually undergo strict review, scrutiny and endorsement by discipline peers, program heads, and a select review committee. Additionally, each proposal must show clear evidence of stakeholder input prior to approval by the Vice Chancellor for Research and/or Vice Chancellor for Extension. Strategic Planning: SUAREC holds periodic strategic planning retreats to provide a forum for sharing knowledge and information between research and extension faculty and staff and for creating a model designed to integrate both entities. The main outcome is the exchange of information to ensure that research and extension programs in the Center as designed are relevant to the needs of the people of Louisiana and implemented to meet and address the needs of citizens.

### 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
- Survey specifically with non-traditional groups

#### Brief explanation.

Soliciting stakeholder input is a continuous process which is embedded in the Southern University Agricultural Research and Extension Center's entire program development process. Stakeholder inputs are used to establish priorities, goals and objectives consistent with state, regional and national issues based on the land-grant philosophy. The Parish Advisory Council is organized at the grassroots level by each extension program to involve clients, community leaders, state and local government officials, and other stakeholders in the process of identifying community needs and/or resources, programs and projects to address them. Parish advisory council meetings are conducted at least once annually and important discussions are documented and utilized by the extension agents in developing the parish plan of work. One indication from parish surveys is that all SUAREC extension staff have functioning parish advisory councils. The Louisiana Cooperative Extension Service (LCES), annual parish review also indicates that all SUAREC extension staff do seek and obtain inputs from parish advisory councils, focus groups, public forums, clients and community leaders when planning their work. Extension Agents use information from focus groups, public forums, community leaders, and the client needs assessment to develop their plan of work. Meetings were announced using different forms of media available in the community. Agents' plans of work, needs assessment, and information from the forums are submitted to the specialists at the state office. The state specialists meet monthly with the Vice Chancellor for Extension to report on progress of work (and problems) and to review and/or revise where necessary. Additionally, joint research-extension exchange meetings are held periodically to identify critical areas that warrant research by the Center to better serve the needs of clients. Furthermore, the Chancellor's Executive Council serves to advise the Chancellor on ways that would ensure greater stakeholder input in identifying and planning meaningful, effective and efficient research, education and outreach programs to benefit the citizenry of the state of Louisiana. The Center's research and extension programs, the federal plan of work and the state strategic plan are developed based on the information received from the grassroots such as, Parish Advisory Councils, parish plan of work, the Louisiana Cooperative Extension Service, parish review team, needs assessment, evaluation studies, Strategic Planning Meeting, Joint Research-Extension Exchange Meetings, Chancellor's Executive Council, Federal and State Agencies, Commodity Organizations, and Land Grant Institutions. The Office of Planning and Evaluation conducts regular surveys of program activities. Participants/respondents at these program activities continue to provide positive feedback regarding the knowledge and skills they gain as a result of their participation in the SUAREC educational programs and activities. Data collected from these sources by the Office of Planning and Evaluation are made available to the Research and Extension administrators who in turn utilize them to plan and prioritize their program/projects to address needs/problems of Louisiana citizens.

**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
- Needs Assessments
- Use Surveys

**Brief explanation.**

SUAREC extension personnel are required to establish parish advisory committees and conduct meetings to seek inputs necessary for planning their educational activities. These advisory committees involve clients, community leaders, state and local government officials, and other stakeholders in identifying community needs and/or resources, programs and projects to address them. Parish advisory council meetings are conducted regularly, and important discussions are documented and shared in the joint research-extension exchange meetings. For some planned programs, internal focus groups were used as an additional source of identifying the changing needs of the community and the citizens. Also, as part of the customer satisfaction survey, needs assessments were conducted particularly to obtain information regarding unmet needs or changing needs. In addition, SUAREC research and extension personnel conducted various activities in FY 2009/2010 such as field days, workshops, classes, trainings, livestock show, etc. Surveys were employed to seek participants' views regarding knowledge and skills gained and also to solicit their suggestions regarding the types of activities they desire in the future.

**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
- Meeting specifically with non-traditional individuals
- Meeting with invited selected individuals from the general public
- Survey of selected individuals from the general public

**Brief explanation.**

Stakeholder input is an important source of information for program planning at SUAREC. The parish advisory committee was the primary source of inputs for the extension agents. And to ensure quality input, the parish advisory committees were comprised of a diverse group of individuals in the community; also traditional and nontraditional individuals and groups were invited to join the advisory committee. To encourage further inputs and ensure consistency, surveys were conducted at various program activities to solicit participants' opinion/suggestions regarding their needs. Traditionally, such information is used to plan and/or adjust future activities to meet these identified needs. To ensure a wide coverage, different types of media were used to advertise and publicize SUAREC activities.

### **3. A statement of how the input will be considered**

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- Redirect Research Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities
- Other (Determining strategic directions)

#### **Brief explanation.**

Information from the extension agents was channeled to the extension specialists and brought for discussion at the state monthly meetings with the vice chancellor for extension. The monthly meeting is conducted as stated to include extension specialists from the six planned programs and the directors of special projects involving outreach education. Decisions on dealing with issues were reached and issues requiring research expertise were channeled to the vice chancellor for research at the joint research-extension exchange meeting. At the joint research-extension exchange meeting, there was information sharing on emerging issues and followed with plans of action. Critically important issues were normally brought to the attention of the Chancellor's Advisory Council which also meets monthly, for further actions. The Chancellor's Advisory Council is comprised of persons who have budgetary authority at the Center. The Louisiana Cooperative Extension Service (LCES), the joint annual meeting of the Louisiana State University Agricultural Center and the Southern University Agricultural Research and Extension Center served as the other media where stakeholders inputs were sought for (through the joint meeting of extension and research professionals), deliberated and strategic directions planned.

#### **Brief Explanation of what you learned from your Stakeholders**

Despite overwhelming availability of technology and other means of communication and delivery of knowledge, small and limited resource producers still prefer face-to-face contacts with their extension agents and research scientists.

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> |
| 0                                                                            | 1659312               | 0               | 1914171            |

| <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>                                         | 0                              | 1659312               | 0               | 1976575            |
| <b>Actual Matching</b>                                        | 0                              | 1659342               | 0               | 1976575            |
| <b>Actual All Other</b>                                       | 0                              | 0                     | 0               | 33604              |
| <b>Total Actual Expended</b>                                  | 0                              | 3318654               | 0               | 3986754            |

| <b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous</b> |   |   |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|
| <b>Carryover</b>                                                                                         | 0 | 0 | 0 | 0 |

## V. Planned Program Table of Content

| S. No. | PROGRAM NAME                       |
|--------|------------------------------------|
| 1      | Global Food Security and Hunger    |
| 2      | Climate Change                     |
| 3      | Food Safety                        |
| 4      | Childhood Obesity                  |
| 5      | Sustainable Energy                 |
| 6      | Economic and Community Development |
| 7      | Family and Human Development       |
| 8      | Youth Development                  |

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

**Program # 1**

**1. Name of the Planned Program**

Global Food Security and Hunger

**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               |                 | 10%             |                | 10%            |
| 205     | Plant Management Systems                                 |                 | 10%             |                | 10%            |
| 301     | Reproductive Performance of Animals                      |                 | 10%             |                | 10%            |
| 302     | Nutrient Utilization in Animals                          |                 | 20%             |                | 20%            |
| 307     | Animal Management Systems                                |                 | 20%             |                | 20%            |
| 313     | Internal Parasites in Animals                            |                 | 5%              |                | 5%             |
| 601     | Economics of Agricultural Production and Farm Management |                 | 5%              |                | 5%             |
| 703     | Nutrition Education and Behavior                         |                 | 5%              |                | 5%             |
| 704     | Nutrition and Hunger in the Population                   |                 | 10%             |                | 10%            |
|         | <b>Total</b>                                             |                 | 95%             |                | 95%            |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 8.0  | 0.0      | 24.0 |
| Actual     | 0.0       | 8.0  | 0.0      | 21.0 |

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



| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 247670         | 0              | 781256         |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 213990         | 0              | 733311         |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 19604          |

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

**1. Brief description of the Activity**

To address Global Food Security and Hunger, SUAREC Conducted research and experiments using cattle, goats, swine, poultry, vegetables, pasture, forage, and other plants and disseminated research-based educational information to clientele. To disseminate educational information, research and extension personnel conducted workshops, conferences, demonstration plots, training sessions, and one day and/or multiple field days for farmers especially small and limited resource producers and potential producers. To enhance the capacity of research and educational information delivery, research scientists and extension specialists wrote proposals to obtain external funding. The Center worked with media to disseminate important information to clients and stakeholders. Farm and site visits, agricultural-related shows and exhibitions were also organized to encourage client and potential client participation. Faculty and staff collaborated, cooperated and partnered with local, state and federal agencies, institutions, groups, private organizations/associations in seeking and delivering services to citizens. Also, SUAREC continued to create and enhance marketing opportunities in traditional and alternative outlets, such as farmer's markets, community supported agriculture (CSA), and other outlets. Facilities were expanded and modernized to enhance research/extension programs.

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

Our target audience includes (but not limited to) : small producers, limited resource producers, socially and economically disadvantaged individuals, the underrepresented, the underserved, women, and minorities. Others are youth 13 - 18 years, policy makers, community leaders/stakeholders, interested agencies and organizations.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 11285                  | 20858                    | 0                     | 0                       |

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

**Patent Applications Submitted**

Year: 2010  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 0         | 3        | 0     |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| Year | Actual |
|------|--------|
| 2010 | 234    |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| Year | Actual |
|------|--------|
| 2010 | 32143  |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| Year | Actual |
|------|--------|
| 2010 | 8373   |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| Year | Actual |
|------|--------|
|------|--------|

2010

31

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

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

| O. No. | OUTCOME NAME                                                                              |
|--------|-------------------------------------------------------------------------------------------|
| 1      | 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes |
| 2      | 2. Percentage of adoption rate for recommendations by clients                             |
| 3      | 3. Change in condition                                                                    |

**Outcome #1**

**1. Outcome Measures**

- 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 80                  | 80     |

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

**Issue (Who cares and Why)**

Addressing global food security and hunger is closely linked to sustainable animal and plant productivity and profitability which are of paramount importance to the agricultural sector of Louisiana. Small-scale producers faced the greatest challenges on generating sufficient income and being profitable. Economic profit opportunities can be realized while tackling global food security and hunger issues by small agricultural producers who adopt alternative livestock and crop enterprises such as, goats, rabbits, vegetables, fruits, and herbs. Addressing these close knit and perennial problems could benefit the farmers, consumers, and governments worldwide

**What has been done**

Faculty and staff wrote four research grants for additional funding to implement sustainable agriculture projects. Formula grants were used to fund some research projects. Three sustainable agriculture field days were conducted with over 150 producers in attendance. Two goat field days were conducted with 130 producers and potential producers in attendance. Research-based educational information was packaged and disseminated through extension agents to the clients. Farm visits were conducted by research and extension personnel to

**Results**

- Ninety percent of participants in the sustainable agriculture field days stated that they gained new knowledge and skills;
- 85 percent said they will certainly utilize knowledge and skills gained.
- Participants at the goat field days gained knowledge/skills about the benefits of the FAMACHA chart, used the chart and saved money in goat health care costs. Through the assistance of Southern University personnel, the Goat Cooperative continues to attract new members under the auspices of the Louisiana Cooperative Association.

Results from other projects:

- Fifty farmers are actively growing hibiscus, making hibiscus-related products such as, tea, jelly, jam, and cookies and selling them in the local farmers' market.
- with the assistance of faculty and staff, one 972 acre farm transitioning to organic production has adopted burnt corn gluten meal in their fertilizer program due to the abundance and low cost.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area                      |
|---------|-------------------------------------|
| 301     | Reproductive Performance of Animals |
| 302     | Nutrient Utilization in Animals     |
| 307     | Animal Management Systems           |
| 313     | Internal Parasites in Animals       |

#### Outcome #2

##### 1. Outcome Measures

2. Percentage of adoption rate for recommendations by clients

##### 2. Associated Institution Types

- 1890 Extension
- 1890 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 54                  | 55     |

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

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

Gardening is one of the most popular leisure activities enjoyed by all ages. In St. Martin and Iberia parishes, there is a large segment of the population consisting of retired people with gardening experience. With the growing need for food, environmental safety, and physical activity, enthusiastic gardeners can be utilized in the Master Gardener Program to assist with horticulture programs in enhancing communities.

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

The Iberia/St. Martin Parish Master Gardener Program was established to develop and enhance community programs related to horticulture. Volunteers assist extension agent with planning, implementation and evaluation. Eleven participants were enrolled and received twenty five (25)

hours of training in the following horticultural topics: soil fertility, variety selection, best management practices, pest control, vegetable gardening, plant pathology, pesticides, and ornamentals. An important component of the program was that each participant provided volunteer service to the Louisiana Cooperative Extension Service (LCES). The Master Gardener volunteer program has increased public awareness of extension programs and has addressed the needs of the community.

**Results**

In FY 2010, master gardeners volunteered 500 hours which with a value of \$10,125 to the Extension Service. Volunteers dedicated their time and talents to enhancing the quality of life in their communities. The Master Gardener program has developed a network of volunteers which has expanded the Extension Service horticultural programs. The volunteer's efforts have promoted a greater harmony between agriculture and the environment.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                    |
|----------------|----------------------------------------------------------|
| 102            | Soil, Plant, Water, Nutrient Relationships               |
| 205            | Plant Management Systems                                 |
| 601            | Economics of Agricultural Production and Farm Management |
| 703            | Nutrition Education and Behavior                         |
| 704            | Nutrition and Hunger in the Population                   |

**Outcome #3**

**1. Outcome Measures**

3. Change in condition

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | {No Data Entered}          | 0             |

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

**Issue (Who cares and Why)**

Formal training and instruction in leadership development is a crucial skill which had not been

offered to small, limited resource agricultural producers in the state of Louisiana (and possibly in the country). Economic crisis over the past decade, especially the high cost of farm inputs during FY 2009 made it difficult for producers to compete and remain profitable. The existence of most small farmers is in serious jeopardy as they are debt-ridden or bankrupt. The Small Farmer Agricultural Leadership Training Institute at Southern University Agricultural Research & Extension Center continued to address these needs with the goal of promoting small and family farm sustainability and profitability through enhanced decision making skills and leadership development. This goal was to help farmers become better leaders while enhancing their farm management skills.

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

The Center received a grant to provide leadership training to producers across the south eastern region. Six 4-day training workshops were conducted in four states (Louisiana, Texas, Florida and North Carolina) to familiarize the participants with diversified farming systems. Each session had 32 producers from seven states in attendance. The workshops each consisted of three separate/distinct components: leadership development, business management, and a tour of a farm or an agricultural business. Some of the topics discussed were: assessing leadership potentials; effective communication strategies; conducting community needs assessments; legal issues- tax, estate planning, etc.; setting up the farm as a legal business structure; team and organizational building; entrepreneurship; partnerships and collaborations; globalization; agricultural policy; critical thinking; diversification as a tool of survival; risk management; networking; marketing, etc. In FY 2010, the Center inaugurated the first class of the Louisiana Small Farmers Leadership Institute for farmers to come together and share strategies and be informed by experts about the latest educational tools and resources which could impact the survival of their agricultural businesses.

#### **Results**

After attending the leadership institute (including the classes, tours and graduation ceremony with the Secretary of Agriculture as special guest), the participants said they had started thinking nationally and globally about their farm business operations. Most of them wish to share their experiences by assisting farmers in other parts of the world solve their problems. Evaluation showed the following: 100 percent of participants said they gained new knowledge and skills; 100percent indicated that new knowledge and skills gained will be very useful; and 100 percent indicated that they will definitely use new knowledge and skills gained. Graduates of the Agricultural Leadership Institute are making changes in the small farm communities where they live and regionally. Graduates of the Institute have been appointed to regional advisory boards; state and local advisory boards and taskforces; invited to participate on national panel discussions and as keynote speakers; some farms selected to serve as model/demonstration farms for universities; assisted in the identification of other minority producers for training programs leading to organic certification. One graduate has spearheaded and chaired the two "Saving Rural America" conferences outside Jackson, Mississippi - an outreach activity attended by over 350 people in both 2008 and 2009. Other outcomes are as follows:

- Increased participation in USDA programs
- Ability to prepare wills succession and estate plans
- Ability to prepare marketing plans
- Starting farmers markets, direct markets and CSA's
- Sharing the concerns of small farmers at national forums
- Better understanding and articulation of small farm issues resulting in better representation
- Increased involvement in agriculture policy making and decisions affecting small farmers
- Increased farm profitability
- Better quality of life
- Better stewards of natural resources



#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area                                           |
|---------|----------------------------------------------------------|
| 601     | Economics of Agricultural Production and Farm Management |
| 704     | Nutrition and Hunger in the Population                   |

#### 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 ongoing economic crisis caused serious setback on the availability of state funds in Louisiana. In FY

2010, the state budgets were again drastically reduced, oftentimes in the middle of the fiscal year. This action resulted in severe loss of funding for planned activities which in turn negatively affected outcomes. Additionally, budget problems and government priority changes caused the relocation of some program participants resulting in decline in number of citizens impacted. Furthermore, the continuing recovery from hurricanes of 2005 and 2008 and the 2010 oil spill inflicted much havoc to the state and impacted outcomes.

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

##### Evaluation Results

{No Data Entered}

##### Key Items of Evaluation

{No Data Entered}

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

**Program # 2**

**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 |
|---------|---------------------------------------------------|-----------------|-----------------|----------------|----------------|
| 123     | Management and Sustainability of Forest Resources |                 | 10%             |                | 10%            |
| 124     | Urban Forestry                                    |                 | 45%             |                | 45%            |
| 132     | Weather and Climate                               |                 | 10%             |                | 10%            |
| 133     | Pollution Prevention and Mitigation               |                 | 10%             |                | 10%            |
| 134     | Outdoor Recreation                                |                 | 5%              |                | 5%             |
| 205     | Plant Management Systems                          |                 | 5%              |                | 5%             |
| 403     | Waste Disposal, Recycling, and Reuse              |                 | 15%             |                | 15%            |
|         | <b>Total</b>                                      |                 | 100%            |                | 100%           |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 3.0  | 0.0      | 5.0  |
| Actual     | 0.0       | 2.0  | 0.0      | 4.0  |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 50000          | 0              | 262514         |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 51000          | 0              | 206373         |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 1000           |

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

**1. Brief description of the Activity**

Producers need new knowledge to plan and make decisions in adapting to changing environments, sustaining economic vitality, and taking advantage of emerging economic opportunities offered by climate change mitigation technologies. Research was conducted to quantify the environmental benefits of urban forests, carbon sequestration, urban forest effects on air quality, plant and animal systems, understanding of the land-water interface and the urban-agriculture interface. Another research was also conducted to quantify urban forest effects on UV exposure in relation to proper vegetation design. Research results and other information were communicated directly to citizens and through extension personnel in the form of publications, conferences, workshops, field days, home/office visits, demonstrations and other educational resources. Researchers received additional grants to hire undergraduate and graduate students to assist in the project. Student's participation enhanced their experience in research, preparation of educational information, and delivery of information that is tailored to clientele needs. Also, this planned program will provide training to empower minorities through ownership and pollution reduction from landfills. It will continue its gulf coast weather and climate studies so as to provide pertinent information to assist citizens, government, and other groups in planning and managing economic and natural resources as a process of minimizing loss due to natural disaster such as hurricanes Katrina and Rita of 2005 and hurricane Gustav of 2008.

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

Target audience includes all citizens such as homeowners, metro areas, garden clubs, arborists, small producers, limited resource producers, socially and economically disadvantaged, women, minorities, and communities. Others are youth (13 - 18 years and even those in grades K-8), community leaders/stakeholders, interested agencies and organizations

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 1805                   | 100090                   | 0                     | 0                       |

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

|               |                  |                 |              |
|---------------|------------------|-----------------|--------------|
| <b>2010</b>   | <b>Extension</b> | <b>Research</b> | <b>Total</b> |
| <b>Actual</b> | 0                | 7               | 0            |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 51            |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 100295        |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 23000         |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 9             |

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

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

| O. No. | OUTCOME NAME                                                                               |
|--------|--------------------------------------------------------------------------------------------|
| 1      | 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes. |
| 2      | 2. Percentage of adoption rate for recommendations by clients.                             |

## **Outcome #1**

### **1. Outcome Measures**

1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes.

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

- 1890 Extension
- 1890 Research

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

Change in Knowledge Outcome Measure

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

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | 70                         | 70            |

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

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

Ozone depletion in the upper atmosphere has resulted in a significant increase in solar ultraviolet-B radiation (UV-B, 280-315nm) on earth's surface. Effects of the enhanced UV-B on living organisms and ecosystems have been a major concern for more than two decades. Nearly two-thirds of 400 plant species/cultivars, mainly annual crops, appear to be UV-B sensitive. Relatively little information exists on the effects of UV-B radiation on forest tree species, which account for 80% of the global net primary production. With the future uncertainty of ozone recovery and climate change, there is a critical need for systematic evaluation of UV-B impacts on forest/tree species. UV-B impacts are many and some have serious economic consequences. Many United States residents do not have sufficient knowledge about these impacts especially as they relate to health.

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

Research scientists applied for and received grants to study Ultraviolet-B Radiation protection strategies especially in selected southern trees. The study is helping to identify and quantify UV-B absorbing compounds (flavonoids/phenolics) using UV-VIS Spectroscopy and HPLC, and to measure leaf epidermal screening effectiveness to enhanced UVB using a fiber-optic microprobe system. Information gathered through this research is being prepared and shared to citizens and the scientific community. The aim is to provide reader-friendly fact sheets that citizens can use to increase knowledge on ways of selecting trees that can help to protect the environment from the adverse effects of UV-B. Information sessions, workshops, and seminars about climate change were also provided. A 2-day conference dealing with plant biosecurity was conducted with over 150 individuals from communities, institutions, government from several states (Louisiana, Texas, Florida, Mississippi, Georgia, Virginia, and North Carolina) in attendance.

#### **Results**

Evaluation of conference participants showed the following: 100 percent of participants said they gained new knowledge about climate change; 100 percent indicated that new knowledge gained will be very useful. The results of the UV-B research was shared with the scientific community and also with the target audience - homeowners, garden clubs, arborists, small producers, limited resource producers, socially and economically disadvantaged, women, minorities, and communities. They gained new knowledge about climate change, the impacts of UV-B on the environment, and the possible adaptation strategies. Implementation of these projects has resulted in strengthened relationship and collaboration with other states and institutions. Two doctoral students are gaining knowledge of conducting climate change research through their involvement in data collection for dissertation.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                             |
|----------------|---------------------------------------------------|
| 123            | Management and Sustainability of Forest Resources |
| 124            | Urban Forestry                                    |
| 132            | Weather and Climate                               |
| 133            | Pollution Prevention and Mitigation               |
| 403            | Waste Disposal, Recycling, and Reuse              |

**Outcome #2**

**1. Outcome Measures**

- 2. Percentage of adoption rate for recommendations by clients.

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | 48                         | 50            |

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

**Issue (Who cares and Why)**

Knowledge of urban wood waste utilization and mulch management is lacking due to insufficient research and low availability of research-based educational information. Knowledge urban wood waste utilization and mulch management could allow for more efficient and economic use of urban plant-based residue (including wood waste) by way of organic mulches. Research can

assist in assessing the impact of the following Louisiana natural resources: cypress mulch, longleaf pine needles, loblolly pine bark, municipal oak tree residue, and mixed non-oak hardwood mulch products, on soil carbon cycling, sequestration, and chemical composition. Also, the effects of selected tree-based mulch treatments on the dynamics of growth and development (physiology, morphology, and anatomy) of live oak tree species and its associated rhizosphere dynamics can be studied. Research-based educational information can be made available to producers, land owners and home owners on the effects of selected tree-based mulch on root disease severity of live oak tree rhizosphere, microbial population dynamics, and saprophytic survival of selected soil borne plant pathogens.

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

A collaborative project between Southern University Agricultural research and Extension Center, USDA-NIFA, and the USDA-FS was conducted to make contributions toward addressing the challenges of the emerging biobased industry with outcomes that support research, development, demonstration, and pre-commercialization activities. Additionally, through collaborative efforts with the Gulf Coast Cooperative Ecosystem Studies Unit (GC-CESU) and non-profit organizations the restoration efforts in Louisiana, Mississippi and other neighboring states are being impacted. Collaboration with the private sector and arboricultural companies has promoted the utilization of wood waste, especially, the urban wood waste in Louisiana. Utilization of urban wood waste and biobased plant residue has several potentials and major impacts such as: expanding and extending the life of the wood fiber supply; contributing to carbon storage, thereby reducing greenhouse gases; reducing the amount of recoverable wood going to landfills; and stimulating new technologies and market to utilize recoverable wood fibers. Students and faculty in urban forestry and traditional agricultural research and extension were involved. Over 1,000 professionals have been reached through conferences; and 500 homeowners in Louisiana have been reached through direct and indirect research, educational and outreach activities.

#### **Results**

This initiative has increased the capacity of Southern University Agricultural Research and Extension Center in biomass utilization research and other initiatives are underway to assess the utilization of urban wood-waste in biofuel and bioenergy production. Seven graduate and 25 undergraduate students have gained knowledge and skill about conducting research through their participation in this project. Five hundred homeowners in Louisiana have been reached through direct and indirect research, educational and outreach activities. A survey indicated that more than 65% of the homeowners and 85% of the businesses in Louisiana are utilizing some sources of biobased plant residue as mulching materials in their landscaping projects.

#### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                             |
|----------------|---------------------------------------------------|
| 123            | Management and Sustainability of Forest Resources |
| 124            | Urban Forestry                                    |
| 133            | Pollution Prevention and Mitigation               |
| 403            | Waste Disposal, Recycling, and Reuse              |



### **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 ongoing economic crisis caused serious setback on the availability of state funds in Louisiana. In FY

2010, the state budgets were again drastically reduced, oftentimes in the middle of the fiscal year. This action resulted in severe loss of funding for planned activities which in turn negatively affected outcomes. Additionally, budget problems and government priority changes caused the relocation of some program participants resulting in decline in number of citizens impacted. Furthermore, the continuing recovery from hurricanes of 2005 and 2008, and the 2010 oil spill inflicted much havoc on the state and impacted outcomes.

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

#### **Evaluation Results**

{No Data Entered}

#### **Key Items of Evaluation**

{No Data Entered}

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

**Program # 3**

**1. Name of the Planned Program**

Food Safety

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

**1. Program Knowledge Areas and Percentage**

| KA Code | Knowledge Area                                                                                          | %1862 Extension | %1890 Extension | %1862 Research | %1890 Research |
|---------|---------------------------------------------------------------------------------------------------------|-----------------|-----------------|----------------|----------------|
| 502     | New and Improved Food Products                                                                          |                 | 10%             |                | 10%            |
| 504     | Home and Commercial Food Service                                                                        |                 | 10%             |                | 10%            |
| 701     | Nutrient Composition of Food                                                                            |                 | 10%             |                | 10%            |
| 702     | Requirements and Function of Nutrients and Other Food Components                                        |                 | 10%             |                | 10%            |
| 703     | Nutrition Education and Behavior                                                                        |                 | 20%             |                | 20%            |
| 711     | Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources  |                 | 10%             |                | 10%            |
| 712     | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |                 | 10%             |                | 10%            |
| 724     | Healthy Lifestyle                                                                                       |                 | 20%             |                | 20%            |
|         | <b>Total</b>                                                                                            |                 | 100%            |                | 100%           |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 13.0 | 0.0      | 7.0  |
| Actual     | 0.0       | 5.0  | 0.0      | 9.0  |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 300797         | 0              | 372235         |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 260000         | 0              | 493256         |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 9000           |

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

**1. Brief description of the Activity**

Research scientists in food safety collaborated with their counterparts in other program areas (sustainable agriculture, nutrition, family and human development, etc.) and other institutions (LSU Ag Center and Texas Tech University) to conduct research on identified food safety issues such as E-coli, which effect farm animals. Research findings and other information were communicated directly to citizens and through extension personnel in the form of publications, conferences, workshops, field days, home/office visits, food demonstrations and other educational resources. Other venues of disseminating information were focus groups, advisory committees, use of health tips to ensure food safety during school activities, health fairs, and by partnering with faith-based organizations. Research findings were also shared with the scientific community in the form of paper and poster presentations at professional meetings and conferences.

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

There is a large number of low income and limited resource families in Louisiana that are found in target areas which SUAREC serves. Most of these families live below the poverty level. They lack knowledge, information, and skills to utilize existing resources to improve their diet, nutrition, health, and quality of life. Children and adolescents who are placed at risk and those that are potentially at risk will also be beneficiaries. The SU Ag Center continued to utilize data from the Louisiana Health Report Card to identify and target other audiences.

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

**1. Standard output measures**

| 2010   | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|--------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 20063                  | 60205                    | 0                     | 0                       |

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

**Patent Applications Submitted**

Year: 2010  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 0         | 0        | 0     |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| Year | Actual |
|------|--------|
| 2010 | 410    |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| Year | Actual |
|------|--------|
| 2010 | 90108  |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| Year | Actual |
|------|--------|
| 2010 | 58600  |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| Year | Actual |
|------|--------|
| 2010 | 81     |

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

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

| O. No. | OUTCOME NAME                                                                               |
|--------|--------------------------------------------------------------------------------------------|
| 1      | 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes. |
| 2      | 2. Percentage of clients who adopt healthy recommendations                                 |
| 3      | 3. Percentage of clients who changed behavior                                              |

## **Outcome #1**

### **1. Outcome Measures**

1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes.

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

- 1890 Extension
- 1890 Research

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

Change in Knowledge Outcome Measure

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

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | 80                         | 80            |

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

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

Food-related diseases affect tens of millions of people and kill thousands. Increasingly, fresh fruit and vegetable products have been implicated as the source for foodborne pathogens causing foodborne illnesses. Outbreaks due to Salmonella and E-Coli contamination were reported during the year. This has led to the development of recommendations for some commodity producers, that precautions be taken in the fields and during post-harvest processing and handling to prevent pathogen contamination. Some Louisiana environmental conditions provide great opportunities for food borne illnesses particularly the hot humid climate. As a way of life, Louisiana citizens participate in many outdoor events where foods are pre-cooked, kept for a longer period and served outside.

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

Tracking single cases of foodborne illness and investigating outbreaks are critical public health functions in which Center for Disease Control (CDC) is deeply involved. Research scientists and extension personnel in the Nutrition and Health Program at the SU Ag Center collaborated and worked with citizens of Louisiana to increase their understanding of the impacts of foodborne illnesses. The goal was to help citizens especially the elderly, low income, educationally disadvantaged and poor families enhance their skills in proper food selection, storage and preparation. To ensure a sustainable and safe food, research and educational information was also directed at producers, food businesses and food handlers. In collaboration with EFNEP staff, nutrition educators reached over 2,965 families through schools, head start sites, libraries, churches and community centers.

#### **Results**

Research-based information on fresh fruit and vegetable products implicated as the source for foodborne pathogens causing foodborne illnesses and recent news about Salmonella and E-Coli

contamination was disseminated. Participants gained knowledge about the USDA's food guidance system, dietary guidelines and the importance of implementing some type of physical activity into their daily lifestyles. Ninety-five percent of them learned how to make their own healthy snacks and how to ensure that food safety guidelines are adhered to while doing so.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area                                                                                          |
|---------|---------------------------------------------------------------------------------------------------------|
| 502     | New and Improved Food Products                                                                          |
| 504     | Home and Commercial Food Service                                                                        |
| 701     | Nutrient Composition of Food                                                                            |
| 702     | Requirements and Function of Nutrients and Other Food Components                                        |
| 703     | Nutrition Education and Behavior                                                                        |
| 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 |
| 724     | Healthy Lifestyle                                                                                       |

#### Outcome #2

##### 1. Outcome Measures

- Percentage of clients who adopt healthy recommendations

##### 2. Associated Institution Types

- 1890 Extension
- 1890 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 60                  | 65     |

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

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

Food-related diseases affect tens of millions of people and kill thousands. Increasingly, fresh fruit and vegetable products have been implicated as the source for foodborne pathogens causing foodborne illnesses. Outbreaks due to Salmonella and E-Coli contamination were reported during the year. This has led to the development of recommendations for some commodity producers, that precautions be taken in the fields and during post-harvest processing and handling to prevent

pathogen contamination. Some Louisiana environmental conditions provide great opportunities for food borne illnesses particularly the hot humid climate. As a way of life, Louisiana citizens participate in many outdoor events where foods are pre-cooked, kept for a longer period and served outside.

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

Research scientists and extension personnel in the Nutrition and Health Program at the SU Ag Center collaborated and worked with citizens of Louisiana to increase their understanding of the impacts of foodborne illnesses. The goal was to help citizens especially the elderly, low income, educationally disadvantaged and poor families enhance their skills in proper food selection, storage and preparation. To ensure a sustainable and safe food, research and educational information was also directed at producers, food businesses and food handlers. Research and extension staff provided nutritional instruction, food safety and food resource management workshops to the clientele throughout the state. In collaboration with EFNEP staff, nutrition educators reached over 2,965 families through schools, head start sites, libraries, churches and community centers.

#### **Results**

Ninety-five percent of the participants learned how to make their own healthy snacks and how to ensure that food safety guidelines are adhered to while doing so. According to pre/post data 90 percent of all participants can correctly identify healthy foods; 89 percent can correctly read the nutrition facts label; 90 percent comparison shop and 70 percent plan meals. A total of five undergraduate students gained knowledge of obesity research and information dissemination through their involvement in the project.

#### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                                                                   |
|----------------|---------------------------------------------------------------------------------------------------------|
| 502            | New and Improved Food Products                                                                          |
| 504            | Home and Commercial Food Service                                                                        |
| 701            | Nutrient Composition of Food                                                                            |
| 702            | Requirements and Function of Nutrients and Other Food Components                                        |
| 703            | Nutrition Education and Behavior                                                                        |
| 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 |
| 724            | Healthy Lifestyle                                                                                       |

#### **Outcome #3**

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

3. Percentage of clients who changed behavior

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



- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 35                  | 40     |

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

| KA Code | Knowledge Area                                                                                          |
|---------|---------------------------------------------------------------------------------------------------------|
| 502     | New and Improved Food Products                                                                          |
| 701     | Nutrient Composition of Food                                                                            |
| 702     | Requirements and Function of Nutrients and Other Food Components                                        |
| 703     | Nutrition Education and Behavior                                                                        |
| 712     | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724     | Healthy Lifestyle                                                                                       |

**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 ongoing economic crisis caused serious setback on the availability of state funds in Louisiana. In FY 2010, the state budgets were again drastically reduced, oftentimes in the middle of the fiscal year. This action resulted in severe loss of funding for planned activities which in turn negatively affected outcomes. Additionally, budget problems and government priority changes caused the relocation of some program participants resulting in decline in number of citizens impacted. Furthermore, the continuing recovery from hurricanes of 2005 and 2008 and the 2010 oil spill inflicted much havoc to the state and impacted outcomes.

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

### **Evaluation Results**

Program appropriate survey and evaluation instruments were developed and used to collect quantitative and qualitative information from program participants during conferences, workshops, meetings, training sessions, etc. Results were used in some instances to compare program participants with non program participants.

### **Key Items of Evaluation**

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

**Program # 4**

**1. Name of the Planned Program**

Childhood Obesity

**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> |
|----------------|----------------------------------------------------------------------------------------|------------------------|------------------------|-----------------------|-----------------------|
| 701            | Nutrient Composition of Food                                                           |                        | 10%                    |                       | 10%                   |
| 702            | Requirements and Function of Nutrients and Other Food Components                       |                        | 10%                    |                       | 10%                   |
| 703            | Nutrition Education and Behavior                                                       |                        | 10%                    |                       | 10%                   |
| 724            | Healthy Lifestyle                                                                      |                        | 40%                    |                       | 40%                   |
| 803            | Sociological and Technological Change Affecting Individuals, Families, and Communities |                        | 5%                     |                       | 5%                    |
| 805            | Community Institutions, Health, and Social Services                                    |                        | 10%                    |                       | 10%                   |
| 806            | Youth Development                                                                      |                        | 15%                    |                       | 15%                   |
|                | <b>Total</b>                                                                           |                        | 100%                   |                       | 100%                  |

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

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

| <b>Year: 2010</b> | <b>Extension</b> |             | <b>Research</b> |             |
|-------------------|------------------|-------------|-----------------|-------------|
|                   | <b>1862</b>      | <b>1890</b> | <b>1862</b>     | <b>1890</b> |
| Plan              | 0.0              | 11.0        | 0.0             | 2.0         |
| Actual            | 0.0              | 4.0         | 0.0             | 5.0         |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 284000         | 0              | 243047         |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 230786         | 0              | 238485         |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 2000           |

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

**1. Brief description of the Activity**

SU Ag Center's Youth Program and the Nutrition and Health Program collaborated to implement activities to reduce childhood obesity. Two research projects were conducted; the effectiveness of early nutritional intervention strategies for elementary school teachers and expanding nutritional knowledge and food label use among college students in Louisiana. Findings of these studies were shared with the scientific community in the form of publications and presentations. Fact sheets were developed and disseminated to youth through schools, communities, faith-based organizations, and other related entities. Food demonstrations and other supplemental activities were provided to assist participants with creating healthy meals as well as lower fat, sodium, cholesterol, sugar alternative and stretching the food dollar with their family. Early nutrition intervention materials (brochures, newsletters, and power points among others) were developed and used to teach school teachers, volunteers, and children how to make healthy food choices, and the importance of incorporating daily physical activities into each day to achieve optimum health status.

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

The program targeted and youth (K-College) and their families, teachers, faith-based groups, and community organizations. There is a large number of low income and limited resource families in Louisiana that are found in target areas which SUAREC serves. Most of these families live below the poverty level. They lack knowledge, information, and skills to utilize existing resources to improve their diet, nutrition, health, and quality of life. Children and adolescents who are placed at risk and those that are potentially at risk will also be beneficiaries.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 0                      | 0                        | 18800                 | 40040                   |

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

**Patent Applications Submitted**

Year: 2010  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 0         | 0        | 0     |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| Year | Actual |
|------|--------|
| 2010 | 259    |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| Year | Actual |
|------|--------|
| 2010 | 49000  |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| Year | Actual |
|------|--------|
| 2010 | 20089  |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| Year | Actual |
|------|--------|
|------|--------|

2010

5

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

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

| O. No. | OUTCOME NAME                                                                                 |
|--------|----------------------------------------------------------------------------------------------|
| 1      | 2. Number of youth participants involved in community activities                             |
| 2      | 3. Percent of youth who gained new knowledge/skills, awareness and/or changed opinions       |
| 3      | 4. Percentage of youth who changed behavior or experienced positive life changing conditions |
| 4      | 1. Number of volunteer leaders (trained to lead youth participants)                          |
| 5      | 1. Percent of clients who gained new knowledge/skills                                        |
| 6      | 2. Percentage of clients who adopt healthy recommendations                                   |
| 7      | 3. Percentage of clients who changed behavior                                                |

**Outcome #1**

**1. Outcome Measures**

2. Number of youth participants involved in community activities

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

3. Percent of youth who gained new knowledge/skills, awareness and/or changed opinions

Not Reporting on this Outcome Measure

**Outcome #3**

**1. Outcome Measures**

4. Percentage of youth who changed behavior or experienced positive life changing conditions

Not Reporting on this Outcome Measure

**Outcome #4**

**1. Outcome Measures**

1. Number of volunteer leaders (trained to lead youth participants)

Not Reporting on this Outcome Measure

**Outcome #5**

**1. Outcome Measures**

1. Percent of clients who gained new knowledge/skills

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research



**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | {No Data Entered}   | 80     |

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

**Issue (Who cares and Why)**

The prevalence of obesity has steadily increased over the past 35-40 years among children and youth in the U.S. Louisiana youth are among the unhealthiest in the nation; 36 percent of 10-17 year olds are overweight and 53 percent don't exercise regularly. (Louisiana Report Card on Physical Activity and Health for Children and Youth, 2010). A total of 9 bills have been passed since 2004 in the Louisiana Legislature relevant to physical activity or the prevention of obesity among children and youth. In 2005, Senate Bill No. 146/Act 331 of the Louisiana Legislature enacted a vending bill which limited certain food items sold during elementary and secondary schools in Louisiana. While there were also restrictions on beverages offered during the school day, House Bill No. 767/Act No. 306 of the 2009 Legislative Session amended Act 331 to further restrict beverages offered in public high schools.

**What has been done**

SU Ag Center's Youth Program and the Nutrition and Health Program at the collaborated to implement activities to reduce childhood obesity. Two research projects were conducted; the effectiveness of early nutritional intervention strategies for elementary school teachers and expanding nutritional knowledge and food label use among college students in Louisiana. Findings of these studies were shared with the scientific community in the form of publications and presentations. Fact sheets were developed and disseminated to youth through schools, communities, faith-based organizations, and other related entities. Food demonstrations and other supplemental activities were provided to assist participants with creating healthy meals as well as lower fat, sodium, cholesterol, sugar alternative and stretching the food dollar with their family. Early nutrition intervention materials (brochures, newsletters, and power points among others) were developed and used to teach school teachers, volunteers, and children how to make healthy food choices, and the importance of incorporating daily physical activities into each day to achieve optimum health status. Two hundred and fifty-nine related activities were conducted and about 49,000 individuals contacted.

**Results**

Participants gained knowledge about the USDA's food guidance system, dietary guidelines and the importance of implementing some type of physical activity into their daily lifestyles. Targeted teachers were able to incorporate nutritional intervention strategies into the daily curriculum for 4th grade children to help improve their food and activity behavior, and ultimate health status. Children learned the importance of making healthy food choices and daily physical activity to improve their over-all health and nutritional status. A total of 10 Undergraduate students gained knowledge of obesity research and information dissemination through their involvement in the project.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                            |
|----------------|------------------------------------------------------------------|
| 701            | Nutrient Composition of Food                                     |
| 702            | Requirements and Function of Nutrients and Other Food Components |
| 703            | Nutrition Education and Behavior                                 |
| 724            | Healthy Lifestyle                                                |
| 806            | Youth Development                                                |

**Outcome #6**

**1. Outcome Measures**

- 2. Percentage of clients who adopt healthy recommendations

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | {No Data Entered}          | 60            |

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

**Issue (Who cares and Why)**

The prevalence of obesity has steadily increased over the past 35-40 years among children and youth in the U.S. Louisiana youth are among the unhealthiest in the nation; 36 percent of 10-17 year olds are overweight and 53 percent don't exercise regularly. (Louisiana Report Card on Physical Activity and Health for Children and Youth, 2010). A total of nine bills have been passed since 2004 in the Louisiana Legislature relevant to physical activity or the prevention of obesity among children and youth. In 2005, Senate Bill No. 146/Act 331 of the Louisiana Legislature enacted a vending bill which limited certain food items sold during elementary and secondary schools in Louisiana. While there were also restrictions on beverages offered during the school day, House Bill No. 767/Act No. 306 of the 2009 Legislative Session amended Act 331 to further restrict beverages offered in public high schools.

**What has been done**

Two collaborative projects involving research scientists and extension personnel were conducted; the effectiveness of early nutritional intervention strategies for elementary school teachers and expanding nutritional knowledge and food label use among college students in Louisiana. Fact sheets (4) and other brochures from research findings and USDA recommendations were disseminated to families and individuals through outreach activities. Nutrition Nibbles Fact Sheets,

Sisters Together: Move More, Eat Better activity were also developed for participants in the extension activities. Participants in the research study completed surveys with questions similar to the USDA's Continuing Survey of Food Intake by Individuals, the Diet and Health Knowledge Survey, and those on the National Health and Nutrition Examination Surveys. Other activities were completion of the pre- and post test surveys, and the direct involvement of 4 undergraduate students with the project's research activities and indirect involvement of 16 other students from the project's use as a teaching tool in research methods and applied statistics.

**Results**

One vital result was the direct involvement of 4 undergraduate students who gained knowledge and skills of conducting research through project's research activities and indirect involvement of 16 other students who utilized research information from the project as a teaching tool in research methods and applied statistics. Nutritional handout disseminated made a difference in increasing participants' knowledge of Percent Daily Values for total fat, potassium, and trans fat, and for nutritional benefits from consuming a diet rich in fiber, fruits, vegetables, Vitamin A, Vitamin B, and Vitamin C. A survey indicated that 31 percent of the participants read food labels often; 29 percent read labels sometimes; 17 percent rarely read labels; 12 reported that they had never read labels, while 12 percent did not indicate. Educational level played a major role in determining participants' frequency of reading nutrition labels.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                            |
|----------------|------------------------------------------------------------------|
| 701            | Nutrient Composition of Food                                     |
| 702            | Requirements and Function of Nutrients and Other Food Components |
| 703            | Nutrition Education and Behavior                                 |
| 724            | Healthy Lifestyle                                                |
| 805            | Community Institutions, Health, and Social Services              |
| 806            | Youth Development                                                |

**Outcome #7**

**1. Outcome Measures**

- 3. Percentage of clients who changed behavior

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
|-------------|----------------------------|---------------|

2010 {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                   |
|---------|----------------------------------|
| 703     | Nutrition Education and Behavior |
| 724     | Healthy Lifestyle                |

### 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 economy continued to play a major role impacting planned program negatively. More families were forced into poverty as a result of massive state budget reductions, unemployment, policy changes and shifting priorities. With inadequate income, these families could not afford healthy diets and children continued to consume foods and drinks that caused overweight and obesity. However, recent laws passed at the state level and new regulations adopted by local school boards mandating healthy meals in public schools could have positive impacts in reducing childhood obesity.

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

#### Evaluation Results

{No Data Entered}

#### Key Items of Evaluation

{No Data Entered}

**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 |
|---------|---------------------------------------------------|-----------------|-----------------|----------------|----------------|
| 123     | Management and Sustainability of Forest Resources |                 | 30%             |                | 30%            |
| 124     | Urban Forestry                                    |                 | 60%             |                | 60%            |
| 125     | Agroforestry                                      |                 | 10%             |                | 10%            |
|         | <b>Total</b>                                      |                 | 100%            |                | 100%           |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Actual     | 0.0       | 1.0  | 0.0      | 3.0  |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 50723          | 0              | 151256         |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 50275          | 0              | 183777         |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 1000           |

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

**1. Brief description of the Activity**

Relevant research was conducted and research-based educational information prepared and shared



2010 28

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 76200         |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 10200         |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 3             |

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

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

| O. No. | OUTCOME NAME                                                       |
|--------|--------------------------------------------------------------------|
| 1      | Percent of clients who gained new knowledge/skills                 |
| 2      | Percentage of clients who adopt recommendations                    |
| 3      | Percentage of clients who utilized skills to gain positive results |



## **Outcome #1**

### **1. Outcome Measures**

Percent of clients who gained new knowledge/skills

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

- 1890 Extension
- 1890 Research

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

Change in Knowledge Outcome Measure

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

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | {No Data Entered}          | 70            |

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

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

Long-term rising costs of transportation fuels, dependence on foreign resources and concern that fossil fuels adversely affect climate have stimulated interest in renewable fuels. Louisiana is rich in natural resources such as forestry and other sources suitable for consideration as bioenergy feedstocks. The climate is also highly adaptable to growth of highly productive to non-food feedstocks which could serve as energy sources such as urban wood wastes and cane biomass. Development of methodologies and technologies for the utilization of such natural resources for the purpose of energy is an important priority for our country's energy-based economy. Louisiana producers, farmers, land owners and communities who are endowed with these natural resources need research-based information to make decisions that could impact their economic and social well-beings.

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

Producers need new knowledge to plan and make decisions in adapting to changing environments, sustaining economic vitality, and taking advantage of emerging economic opportunities offered by the renewed wave in demand for alternative energy projects. Research was conducted to assess and quantify plant-based mulch products especially for the management of live oak. Research-based information was made available to producers, farmers, land owners and community organizations in the form of meetings, site and home visits, and demonstrations. Twenty-eight educational activities were held for 805 individuals. Faculty members associated with the project have made four national, two international, and three statewide presentations. Research and extension faculty wrote and submitted grant proposals for external funding to enhance further study.

#### **Results**

805 participants in the educational activities gained new knowledge about sustainable energy. Two doctoral graduate students are gaining skills in conducting research through their involvement in the project. Data from the project were used by a student to developed doctoral dissertation. Five class workshops have been conducted for 37 undergraduate students have increase knowledge on sustainable energy participants. The program is helping many farmers consider diversification as an alternative to their traditional cropping method.

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                             |
|----------------|---------------------------------------------------|
| 123            | Management and Sustainability of Forest Resources |
| 124            | Urban Forestry                                    |
| 125            | Agroforestry                                      |

**Outcome #2**

**1. Outcome Measures**

Percentage of clients who adopt recommendations

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | {No Data Entered}          | 50            |

**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>                             |
|----------------|---------------------------------------------------|
| 123            | Management and Sustainability of Forest Resources |
| 124            | Urban Forestry                                    |

**Outcome #3**

**1. Outcome Measures**

Percentage of clients who utilized skills to gain positive results

Not Reporting on this Outcome Measure

**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**

In FY 2010, the state budgets were again drastically reduced, oftentimes in the middle of the fiscal year. This action resulted in severe loss of funding for planned activities which in turn negatively affected outcomes. Additionally, budget problems and government priority changes caused the relocation of some program participants resulting in decline in number of citizens impacted. Furthermore, the continuing recovery from hurricanes of 2005 and 2008, and the 2010 oil spill inflicted much havoc on the state and impacted outcomes.

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

**Evaluation Results**

Most citizens are aware of the energy issues and the need for alternative energy sources. Louisiana farmers need more information on how they can benefit from growing crops that can be economically viable as alternative sources of energy.

**Key Items of Evaluation**

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

**Program # 6**

**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 |
|---------|----------------------------------------------------------|-----------------|-----------------|----------------|----------------|
| 601     | Economics of Agricultural Production and Farm Management |                 | 20%             |                | 20%            |
| 602     | Business Management, Finance, and Taxation               |                 | 40%             |                | 40%            |
| 607     | Consumer Economics                                       |                 | 10%             |                | 10%            |
| 608     | Community Resource Planning and Development              |                 | 20%             |                | 20%            |
| 610     | Domestic Policy Analysis                                 |                 | 5%              |                | 5%             |
| 903     | Communication, Education, and Information Delivery       |                 | 5%              |                | 5%             |
|         | <b>Total</b>                                             |                 | 100%            |                | 100%           |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 6.0  | 0.0      | 2.0  |
| Actual     | 0.0       | 6.0  | 0.0      | 2.0  |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 231184         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 199253         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 0              |

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

**1. Brief description of the Activity**

To address economic and community development issues, Southern University Ag Center conducted the following activities: worked with existing organizations to strengthen links between businesses, community based organizations and outreach education. Assisted established businesses with planning, market assessment, management, and marketing strategies. Assisted local farmers and other producers to develop alternative enterprise initiatives for rural businesses. Encouraged the development of agribusinesses to include utilization of niche markets (vegetables, organic products pasture-raised poultry and beef, etc.) for agricultural producers. Empowered community leaders and residents in the targeted areas to develop strategic plans for optimum utilization of natural resources Conducted research and provided impact studies results to local and regional government leaders to aid them in policy formulation and strategies to enhance and sustain the small and minority business sector. Communicated and disseminated research-based educational information to citizens through extension personnel in the form of publications, conferences, workshops, field days, home/office visits, demonstrations and other educational resources. Organized grant writing workshops to empower individuals, businesses and communities to enhance their skills on how to write for successful grants. Collaborated with local, state and federal agencies to conduct a procurement conference for business owners and potential business owners.

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

Rural urban dwellers, and those needing assistance with business start up and expansion. Those who continue to experience high levels of poverty due to lack of economic opportunities. Individuals and communities with lack of skills for business start-ups, business expansions, housing, economic development and growth. Under-represented, underserved, socially and economically disadvantaged groups in traditionally agricultural and urban communities in the state were also targeted

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 9684                   | 77502                    | 0                     | 0                       |

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 0         | 0        | 0     |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| Year | Actual |
|------|--------|
| 2010 | 166    |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| Year | Actual |
|------|--------|
| 2010 | 87186  |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| Year | Actual |
|------|--------|
| 2010 | 4627   |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| Year | Actual |
|------|--------|
| 2010 | 25     |

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

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

| O. No. | OUTCOME NAME                                                                              |
|--------|-------------------------------------------------------------------------------------------|
| 1      | 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes |
| 2      | 2. Percentage of clients who adopt recommendations                                        |
| 3      | 3. Percentage of clients who utilized skills to gain positive economic results            |

**Outcome #1**

**1. Outcome Measures**

- 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 80                  | 85     |

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

**Issue (Who cares and Why)**

Louisiana suffered economically and socially as a result of hurricanes and oil spill; these factors had devastating impact on business expansion growth and investment. The state was ranked among the top five states for poverty and for the opportunities of mainstream America. Louisiana's poverty rate (17 percent) was higher than the national average (12 percent). Poverty rate in some rural Louisiana parishes (counties) was as high as 27 percent . Rural areas in Louisiana suffer greatly from a lack of access to education, access to broadband internet connectivity, adequate healthcare, and persistent poverty.

**What has been done**

In FY 2010, SU Ag Center in collaboration with the LSU Ag Center and the community staff of several parishes (East Carroll, West Carroll, St. Landry and surrounding areas) conducted Microsoft Office Excel, Quick Books, Access, Publisher and E-Business. Twenty E-business sessions were conducted with 321 participants to educate current and potential small business owners on the techniques of doing business online. Experts in Microsoft Office Excel, Quick Books, Access, Publisher and E-Business provided basic applicable information to participants.

**Results**

Participants at the Microsoft Office Excel workshops, Quick Books, Access, Publisher and E-Business seminars gained useful knowledge and skills needed to enhance their businesses practices, family and personal lives. 100 percent of the participants indicated that knowledge and skills they have gained will be useful to them and beneficial to enhancing their businesses. They also indicated that they will share information obtained at the seminars with their colleagues. Participants also stated that attendance at seminars conducted by the SU Ag Center saved them money in the form of fees that they could have paid to commercial seminars organizers.



#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area                                           |
|---------|----------------------------------------------------------|
| 601     | Economics of Agricultural Production and Farm Management |
| 602     | Business Management, Finance, and Taxation               |
| 607     | Consumer Economics                                       |
| 608     | Community Resource Planning and Development              |

#### Outcome #2

##### 1. Outcome Measures

2. Percentage of clients who adopt recommendations

##### 2. Associated Institution Types

- 1890 Extension
- 1890 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 60                  | 60     |

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

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

Louisiana suffered economically and socially as a result of hurricanes and oil spill; these factors had devastating impact on business expansion growth and investment. The state was ranked among the top five states for poverty and for the opportunities of mainstream America. Louisiana's poverty rate (17 percent) was higher than the national average (12 percent). Poverty rate in some rural Louisiana parishes (counties) was as high as 27 percent. Rural areas in Louisiana suffer greatly from a lack of access to education, access to broadband internet connectivity, adequate healthcare, and persistent poverty.

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

In FY 2010, the SU Ag Center collaborated with Faith-Based organizations to sponsor personal finance and stewardship training workshops for 105 youth in several parishes (counties). Topics covered included: money and its use, needs versus wants, money denominations, youth entrepreneurship, things we control in our lives, college educational funds, savings accounts, purchase of Certificate of Deposits, and budgeting.

-12 farmers from East Baton Rouge parish (county) completed the Producer to Packer Beef Educational Program organized by the Center's extension agents. They gained useful knowledge

and management skills which they are using to improve their business operations.  
 -The Center conducted home-buying seminar for new home purchase, refinancing an existing home or repair of an existing home through grants or loans for 95 potential first time home buyers.

**Results**

-105 youth from several parishes are using and sharing with their peers information on budgeting and money management, youth entrepreneurship, and saving for college educational funds.  
 -12 farmers from East Baton Rouge parish (county) completed the Producer to Packer Beef Educational Program and gained useful knowledge and management skills which they are using to improve their business operations.  
 -95 potential first time home buyers gained new knowledge about grants to purchase home, refinance an existing home and repair an existing home

**4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                    |
|----------------|----------------------------------------------------------|
| 601            | Economics of Agricultural Production and Farm Management |
| 602            | Business Management, Finance, and Taxation               |
| 607            | Consumer Economics                                       |
| 608            | Community Resource Planning and Development              |
| 903            | Communication, Education, and Information Delivery       |

**Outcome #3**

**1. Outcome Measures**

3. Percentage of clients who utilized skills to gain positive economic results

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | 40                         | 40            |

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

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

Louisiana suffered economically and socially as a result of hurricanes and oil spill; these factors had devastating impact on business expansion growth and investment. The state was ranked among the top five states for poverty and for the opportunities of mainstream America. Louisiana's poverty rate (17 percent) was higher than the national average (12 percent). Poverty rate in some rural Louisiana parishes (counties) was as high as 27 percent . Rural areas in Louisiana suffer greatly from a lack of access to education, access to broadband internet connectivity, adequate healthcare, and persistent poverty.

### **What has been done**

During FY 2010, the SU Ag Center did the following: worked with profit and non-profit organizations to strengthen links between businesses and community-based organizations; assisted 85 small businesses with planning, market strategies/assessment, and management; assisted 12 local farmers to develop alternative enterprise initiatives. 23 technology outreach workshops were conducted with 420 persons in attendance. Microsoft Office Excel, Quick Books, Access, Publisher and E-Business seminars are also continuing in seven Louisiana rural parishes. In collaboration with community organizations, 277 computers with access to the internet have been placed in 22 locations mainly in rural areas to serve 2,406 users.

### **Results**

The 277 computers with internet access placed in 22 locations and used by over 2,527 individuals saved those users about \$89,500 in annual bills payment. At the 2010 Procurement Conferences, 96 percent respondents to a survey indicated that they gained knowledge and skills which would be useful to their organizations in areas such as grant writing, evaluation, leadership, strategic planning, etc. Some 21 participants who were assisted in preparing loan application packages receive \$1,405,174 in loan approval. Participants in the Microsoft Office Excel workshops, Quick Books, Access, Publisher and E-Business seminars are utilizing knowledge and skills gained to enhance their businesses, family and personal well being. 12 middle school students in East Feliciana Parish used computers provided at the center to help them practice and pass their external exams.

## **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                    |
|----------------|----------------------------------------------------------|
| 601            | Economics of Agricultural Production and Farm Management |
| 602            | Business Management, Finance, and Taxation               |
| 607            | Consumer Economics                                       |
| 608            | Community Resource Planning and Development              |

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

### **External factors which affected outcomes**

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

### **Brief Explanation**

The downturn in the economy continued to impact greatly on planned program. As a result of the worst recession being experienced, there were many more businesses that were struggling to stay afloat. The oil spill in the Gulf of Mexico added to the reduction in number of businesses available to employ in Louisiana. Additionally, the brutal reduction in state budgets and the resulting layoffs added to the burden of unemployment and slow business growth. State and local governments continued to grapple with declining revenues and were forced to make changes in programs, reduce appropriations, review policies, and shift priorities.

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

### **Evaluation Results**

Program appropriate survey and evaluation instruments were developed and used to collect quantitative and qualitative information from program participants during conferences, workshops, meetings, training sessions, etc. Results were used in some instances to compare program participants with non program participants.

### **Key Items of Evaluation**

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

**Program # 7**

**1. Name of the Planned Program**

Family and Human 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                                                                                  |                 | 10%             |                | 10%            |
| 801     | Individual and Family Resource Management                                                          |                 | 40%             |                | 40%            |
| 802     | Human Development and Family Well-Being                                                            |                 | 40%             |                | 40%            |
| 804     | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |                 | 5%              |                | 5%             |
| 805     | Community Institutions, Health, and Social Services                                                |                 | 5%              |                | 5%             |
|         | <b>Total</b>                                                                                       |                 | 100%            |                | 100%           |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 7.0  | 0.0      | 3.0  |
| Actual     | 0.0       | 4.7  | 0.0      | 3.3  |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 163560         | 0              | 166267         |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 294088         | 0              | 121373         |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 1000           |

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

**1. Brief description of the Activity**

Extension and Research faculty worked cooperatively to obtain external grants, implement relevant programs, develop and disseminate educational materials devoted to helping the family set goals and manage their limited resources. Community Volunteers (advisory committee, community organizations, etc.) were organized to help disseminate information, increase awareness and implement programs. Consumer issues and brochures were designed to support objectives on financial planning and management. Research results and other information were communicated to customers through extension personnel in the form of publications, conferences, workshops, home/office visits, demonstrations and other educational resources. The Second Chance 2 Recover program taught prison inmates to avoid recidivism. Planned program staff cooperated with local, state and federal agencies, institutions, groups, private organizations/associations in seeking and delivering services to citizens. Additional collaborations were in the areas of: nutrition classes; training sessions for adults and children; parenting workshops; anger management; parish and home visits; and demonstrations. Program staff and volunteers were trained to ensure effective and efficient delivery of educational information.

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

There are large numbers of low income and limited resource families in Louisiana who reside in the target areas that the SU Ag Center serves. Most of these families live below the poverty level. They lack knowledge, information, and/or skills to utilize existing resources to improve their parenting and child care skills, family nurturing, learning, resource management, and quality of life. Children and adolescent who were placed at risk and those that were potentially at risk benefited from the services provided by the planned program.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 20047                  | 101161                   | 0                     | 0                       |

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

|               |                  |                 |              |
|---------------|------------------|-----------------|--------------|
| <b>2010</b>   | <b>Extension</b> | <b>Research</b> | <b>Total</b> |
| <b>Actual</b> | 0                | 0               | 0            |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 1183          |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 121208        |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 11061         |

**Output #4**

**Output Measure**

- 4. Number of research & extension outreach publications

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 10            |

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

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

| O. No. | OUTCOME NAME                                                                                     |
|--------|--------------------------------------------------------------------------------------------------|
| 1      | 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes        |
| 2      | 2. Percentage of families or individuals who adopt recommendations                               |
| 3      | 3. Percentage of clients who changed behavior or experienced positive changing family conditions |



**Outcome #1**

**1. Outcome Measures**

- 1. Percent of clients who gained new knowledge/skills, awareness and/or changed attitudes

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 80                  | 85     |

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

**Issue (Who cares and Why)**

Louisiana citizens witnessed three severe and destructive hurricanes (Katrina and Rita 2005, Gustav 2008) in the last five years. Often, families are caught unprepared despite several warnings from state and local authorities. Also, there are large numbers of low income and limited resource families in the state of Louisiana who do not have adequate education to take advantage of economic opportunities; as a result, they live below the poverty level. These families, including children and adolescents are usually placed at risk during emergency situations. Federal, state, and local governments and private organizations often bear the bulk of the burden of rescuing persons from dangerous situations.

**What has been done**

Faculty received a grant to conduct emergency preparedness workshops and classes. To be sure that all groups possessed knowledge and skills desired, it was essential to train program staff and volunteers to ensure effective and efficient delivery of knowledge and services. Workshops, classes and seminars were conducted to provide research-based educational information to citizens. 132 Meetings and hand-on sessions were held with over 2,300 individuals in attendance. Emergency preparedness brochures, fact sheets, pamphlets, and format for preparing family evacuation plans were disseminated to attendees.

**Results**

Follow-up surveys were conducted to determine whether clients were continuing the behaviors learned in the sessions.

- Participants gained new knowledge and skills about emergency preparedness.
- 91 percent of those participating at the sessions said information provided will be helpful in preparing for emergency such as, hurricane, tornado, flood, etc.
- 92 percent of the participants indicated that based on information provided, they will definitely

make better changes to their family emergency plans.

-94 percent of the respondents indicated that information provided will be shared with their family members, neighbors and friends.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area                                                                                     |
|---------|----------------------------------------------------------------------------------------------------|
| 724     | Healthy Lifestyle                                                                                  |
| 801     | Individual and Family Resource Management                                                          |
| 802     | Human Development and Family Well-Being                                                            |
| 804     | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |
| 805     | Community Institutions, Health, and Social Services                                                |

#### Outcome #2

##### 1. Outcome Measures

2. Percentage of families or individuals who adopt recommendations

##### 2. Associated Institution Types

- 1890 Extension
- 1890 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 60                  | 62     |

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

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

Louisiana is home to many prisons and correctional institutions. Louisiana has the highest rate of imprisonment of any state in the United States. As of January 2008, one out of every 55 adults in Louisiana was behind bars, either in prison or in jail ([http://www.pewcenteronthestates.org/initiatives\\_detail.aspx?initiativeID=327561](http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=327561)). Although, over the past 25 years, Louisiana's prison budget has skyrocketed from \$106 to \$548 million, the state is maintaining the status of having the highest incarceration rate in the world and one of the highest violent crime rates in the country. A great majority of those who are incarcerated are young males of African-American descent. Once incarcerated, most of these prisoners do not have enough rehabilitation to deal with the stress associated with being away from their families and the larger free society once they are released. Also, despite the fact that they acquired

enhancing skills while in prison, the prisoners do not have the skills to write and submit good resumes for jobs. Upon release from prison, most of these individuals will re-offend as a result of not having access to adequate post-prison rehabilitative services, which lead to their being imprisoned again. Nationally, in 2002 the recidivism rate was reported in 41 states to be about 45 percent. There was an overwhelming need for these individuals to receive broad trainings in resume writing and for parents, training in stress and anger management before being released from prison. These individuals, their families, society in general could benefit from the skills acquired before the prisoners are released.

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

The Southern University Agricultural Research and extension Center conducted classes monthly at various prison institutions in south Louisiana. The staff provided Pre-Release classes to inmates who were within 3-6 months of being released. The classes were taught at Elayn Hunt Correctional Center (EHCC), Louisiana Correctional Institution for Women (LCIW), Opelousas City Jail, and East Baton Rouge Parish Prison. In addition, the SU Ag Center faculty wrote and obtained a successful grant to provide training to incarcerated individuals in two Louisiana parishes. The program is a replication from the University of Missouri's 4-H LIFE program which provided parenting classes to inmates and affords inmates an opportunity to have intimate family visits, using a 4-H meeting model. The program includes a mentoring and caregiver component to provide additional support to the family and child. Program staff received instructions on how to deal with incarcerated individuals and how to conduct workshops in prison and correctional establishments. Workshops were conducted for prisoners who are parents, resume writing sessions were conducted with related topics on preparing for and attending successful job interviews. For the fiscal year, there were 19 classes provided to the aforementioned sites with 297 inmates (41 percent) participating. (The sites houses 732 male and female inmates).

#### **Results**

Approximately 297 inmates who attended the workshops/training sessions gained knowledge and learned how to handle anger and stress and how to write resumes.

More than 95 percent of the participants actually developed their resumes which they said will assist them with finding gainful employment once they are released from prison.

Approximately 90% indicated that they will avoid stress and anger because the lessons they learned had actually given them facts to consider and be thankful for.

Some personal statements include:

"The Anger Management Class was very helpful and will not let my anger get to me"

"I learned to walk away and control myself"

"I learned to think before I act"

"I learned how to control my anger and be a better father to my kids"

#### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                                                              |
|----------------|----------------------------------------------------------------------------------------------------|
| 724            | Healthy Lifestyle                                                                                  |
| 801            | Individual and Family Resource Management                                                          |
| 802            | Human Development and Family Well-Being                                                            |
| 804            | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |
| 805            | Community Institutions, Health, and Social Services                                                |

**Outcome #3**

**1. Outcome Measures**

3. Percentage of clients who changed behavior or experienced positive changing family conditions

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | 40                         | 45            |

**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>                                                                              |
|----------------|----------------------------------------------------------------------------------------------------|
| 724            | Healthy Lifestyle                                                                                  |
| 801            | Individual and Family Resource Management                                                          |
| 802            | Human Development and Family Well-Being                                                            |
| 804            | Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures |
| 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
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

### **Brief Explanation**

The downturn in the economy continued to impact greatly on planned program. As a result of the worst recession being experienced, there were many more businesses that were struggling to stay afloat. The oil spill in the Gulf of Mexico added to the reduction in number of businesses available to employ in Louisiana. Additionally, the brutal reduction in state budgets and the resulting layoffs added to the burden of unemployment and slow business growth. The immediate effect was an increase in crime rates which sent more persons to prison and caused separation of families. State and local governments continued to grapple with declining revenues and were forced to make changes in programs, reduce appropriations, review policies, and shift priorities.

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

### **Evaluation Results**

Program appropriate survey and evaluation instruments were developed and used to collect quantitative and qualitative information from program participants during conferences, workshops, meetings, training sessions, etc. Results were used in some instances to compare program participants with non program participants.

### **Key Items of Evaluation**

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

**Program # 8**

**1. Name of the Planned Program**

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%            |
| 806     | Youth Development |                 | 80%             |                | 80%            |
|         | <b>Total</b>      |                 | 100%            |                | 100%           |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Actual     | 0.0       | 10.0 | 0.0      | 2.0  |

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

| Extension           |                | Research       |                |
|---------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch          | Evans-Allen    |
| 0                   | 331378         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 359950         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 0              | 0              | 0              |

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

**1. Brief description of the Activity**

To address Youth development, SU Ag Center programs emphasized the following activities (which partly helped in addressing childhood obesity):

- Livestock, Poultry and Rabbit Show; Youth Educational Support and After School Program (YES);

Parish Achievement Days; Science Fairs; Field Trips; Family and Youth Exposition, mentoring programs; and peer counseling.

- The Center also engaged in training volunteers/parents to assist in parish programs.
- Conducted innovative programs that will enhance social status for rural and urban youth and introduced them to new scientific and technological discoveries.
- Focused on the learning experience of children, youth, and families in communities with at risk environments to increase self-reliance, self-esteem, and confidence.
- Organized youth back-to-school summit to address risky behaviors and encourage healthy lifestyles.
- Taught business techniques, ethics and etiquette as prerequisite to business start-up.
- Showed aspiring entrepreneurs how to identify potential business opportunities.

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

A large number of children under 18 years of age are placed at risk because their families survive on low income and limited resources. They lack knowledge, information, and/or skills to utilize existing resources to improve their quality of life. 18 percent of Louisiana's families with children and 23 percent of adults without children live in poverty. Poverty rates are higher among African-Americans (44 percent) and children 18 and under (31 percent). Louisiana ranks 13th in the US for Food Stamp Program participation, 74 percent of those eligible. The program targets such children ages 5 -18 years who are vulnerable to these situations. Parents and/or guardians of these children are also targeted. Additionally, children and adolescents who are placed at risk, those who are potentially at risk and children who need various forms of mentoring benefited. Program staff and volunteers were trained to ensure effective and efficient delivery of information.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 0                      | 0                        | 40653                 | 187955                  |

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010          | Extension | Research | Total |
|---------------|-----------|----------|-------|
| <b>Actual</b> | 0         | 0        | 0     |

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

**Output Target**

**Output #1**

**Output Measure**

- 1. Number of educational program activities

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 977           |

**Output #2**

**Output Measure**

- 2. Number of educational contacts

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 228608        |

**Output #3**

**Output Measure**

- 3. Number of published materials distributed

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 14598         |



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

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

| O. No. | OUTCOME NAME                                                        |
|--------|---------------------------------------------------------------------|
| 1      | 1. Percent of youth who gained new knowledge/skills and awareness   |
| 2      | 2. Number of youth participants involved in community activities    |
| 3      | 3. Number of volunteer leaders (trained to lead youth participants) |

**Outcome #1**

**1. Outcome Measures**

- 1. Percent of youth who gained new knowledge/skills and awareness

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | {No Data Entered}   | 85     |

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

**Issue (Who cares and Why)**

Louisiana ranks 13th in the US for Food Stamp Program participation, 74 percent of those eligible. Eighteen percent of Louisiana's families with children and 23 percent of adults without children live in poverty. Poverty rates are higher among African-Americans (44 percent) and children 18 and under (31 percent). These children and adolescents are placed at risk and need various forms of mentoring. Additionally, the results from a 2000 Louisiana Youth Tobacco Survey (YTS) showed that more than 70,000 (50.0 percent) public middle school students in Louisiana reported having ever smoked a cigarette, and 17 percent currently smoke cigarettes. Moreover, 28.6 percent of the students had smoked their first cigarette before the age of 11.

**What has been done**

To educate youth on the negative effects of tobacco use, 91 workshops and seminars were conducted in various regions of the state. Grant funding for the program was obtained by the SU AG Center faculty and staff. Research-based educational information and materials about the harmful effects of tobacco were disseminated and video presentation/documentary also shown to participants. Further, program staff directed attention to the area of social and emotional well-being of youth. Improving social and emotional well being is important since they indirectly affect outcomes of youth development. Youth community services and activities were organized to give youth opportunity to learn and to give back to the community.

**Results**

In FY 2010, 7,430 youth were engaged in a series of lectures and workshops to enhance their knowledge and awareness of tobacco related disparities, prevention and cessation. Knowledge gained at lectures and workshops will be shared with their peers, family members and others. -The 2010 Louisiana's Report Card on Physical Activity & Health for Children and Youth showed that 34 percent of high school students and 25percent of middle school students indicated they

were current tobacco users. These rates of tobacco use were similar in 2008 and 2009. The no change report is an indication that additional youth are not using tobacco. The campaign to stop using tobacco may be working.

- Additionally, 2,721 youth participated in community services and activities. They were involved with community beatification, community gardens, helping the elderly in nursing homes, and disseminating brochures and other age appropriate educational information advising youth to quit smoking.

**4. Associated Knowledge Areas**

| KA Code | Knowledge Area    |
|---------|-------------------|
| 724     | Healthy Lifestyle |
| 806     | Youth Development |

**Outcome #2**

**1. Outcome Measures**

2. Number of youth participants involved in community activities

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | {No Data Entered}   | 2721   |

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

| KA Code | Knowledge Area    |
|---------|-------------------|
| 806     | Youth Development |

**Outcome #3**

**1. Outcome Measures**

3. Number of volunteer leaders (trained to lead youth participants)

**2. Associated Institution Types**

- 1890 Extension
- 1890 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | {No Data Entered}   | 944    |

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

**Issue (Who cares and Why)**

Louisiana youth, like their counterparts in other American states face series of problems including: lack of access to health and mental health care; child abuse and neglect; failing schools; "zero tolerance" school discipline policies; tougher sentencing guidelines drugs and violence, racial and economic disparities; a lack of positive role models and a culture that glorifies excessive consumption violence and triviality. Louisiana's urban and rural youth lacked enrichment programs which focused on life skills, agricultural skills, social skills, and academic enhancement. Youth are still learning about the benefits of being involved in agricultural projects. 18 percent of Louisiana's families with children and 23 percent of adults without children live in poverty. Poverty rates are higher among African-Americans (44 percent) and children 18 and under (31 percent).

**What has been done**

SUAREC's Livestock Program designed activities that brought together the extension agents, agriculture teachers, students, parents and community supporters. These activities provided opportunity for the youth of Louisiana to develop high self esteem, leadership skills, and entrepreneurship skills. Livestock training programs were conducted that taught proper handling techniques, health management, production management, and proper showmanship techniques. These livestock programs carries a strong legacy of providing youth of Louisiana the possibility of learning valuable life skills and developing character by participation in a livestock or horse project. Volunteer leaders (130 individuals) assisted in different capacities during the Show. SUAREC conducted 18 meetings with 550 youth participants, parents, agriculture teachers and community supporters in preparation for the year's shows and activities. About 1,200 urban schools and head start children and adults visited the Show which was conducted March 11-13, 2010.

### Results

Through the auction process, SUAREC assisted youth participants in livestock and Poultry Show to sell over \$54,500 worth of products that received premium values totaling \$32,300 above fair market prices. Also a total of 750 lbs of fresh meat was donated to the Greater Baton Rouge Food Bank. This meat was purchased from Louisiana's youth with money donated by livestock contributors. A survey conducted during the Livestock show indicated that 82 percent of the respondents stated that preparing for the Show helped them learn how to manage their time; 91 percent developed self confidence; 91 percent developed critical thinking skills; 82 percent indicated that it helped them develop techniques to perform better in school; 96 percent developed leadership skills, and 91 percent learned to build positive character. Youth participants and exhibitors also acquired knowledge about planning and running a livestock business, being peer mentors and volunteer leaders.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area    |
|---------|-------------------|
| 724     | Healthy Lifestyle |
| 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

The downturn in the economy continued to impact greatly on planned program. As a result of the worst recession being experienced, there were many more businesses that were struggling to stay afloat. The oil spill in the Gulf of Mexico added to the reduction in number of businesses available to employ in Louisiana. Additionally, the brutal reduction in state budgets and the resulting layoffs added to the burden of unemployment and slow business growth. State and local governments continued to grapple with declining revenues and were forced to make changes in programs, reduce appropriations, review policies, and shift priorities.

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

##### Evaluation Results

Program appropriate survey and evaluation instruments were developed and used to collect quantitative and qualitative information from program participants during

conferences, workshops, meetings, training sessions, etc. Results were used in some instances to compare program participants with non program participants.

**Key Items of Evaluation**