

## 2007 University of Nevada Extension Plan of Work

### Brief Summary about Plan of Work

All programs outlined in this plan of work are being developed and implemented based on local or statewide formal and informal needs assessments. Additionally, specific efforts have been taken to address the needs of under-served/under-represented populations of the state, as well as activities/programs specific to the needs of these audiences. It should be noted that just about all Cooperative Extension programs in Nevada have some type of applied "research" component. Cooperative Extension faculty are expected to research needs, program impacts, and may use applied research projects as a teaching tool as well as to learn new information for use in programs. All Cooperative Extension faculty must have at least these minimum research components in their programs, and research is a major consideration in annual evaluations for both field faculty and campus based faculty (many of whom also have joint Nevada Agricultural Experiment Station appointments as well). Finally, a number of Cooperative Extension faculty also participate on NAES research projects related to their program areas.

### Estimated number of professional FTEs/SYs to be budgeted for this plan.

Year	Extension		Research	
	1862	1890	1862	1890
2007	48.3	0.0	0.0	0.0
2008	48.3	0.0	0.0	0.0
2009	48.3	0.0	0.0	0.0
2010	48.3	0.0	0.0	0.0
2011	48.3	0.0	0.0	0.0

### Merit Review Process

#### The merit review process that will be employed during the 5-Year Plan of Work cycle

- Combined External and Internal University External Non-University Panel

#### Brief explanation

The merit review process is actually several review processes at different times. First, all Extension faculty are required to prepare a "Role Statement" detailing their plans and activities for the coming calendar year. They review this plan with their Area Director or Department Chair who insures the quality and relevance of planned work efforts to the identified program goals. Both the Area Director and the Dean sign off on the plan. Second, Extension in Nevada uses a peer review process whereby Extension faculty provide evaluation and input on their peers concerning their program quality, its importance to stakeholders and relevance. In these peer reviews, the needs assessments are also examined as well as program impacts. These peer reviews are used by Area Directors and Department Chairs to not only evaluate faculty, but are also used in reviewing "Role Statements" and focusing faculty efforts in the future. These are also reviewed by the Dean/Director. At each of these steps, the Strategic Plan is used to evaluate program priorities and need. Third, programs and their impacts are reviewed with the State Extension Advisory Committee to get their input and evaluation as well. Fourth, all Extension publications and curriculum are peer reviewed from either internal experts, external experts or both. Not only does this produce better publications but provides some feedback on the "need" or relevance to stakeholders of the topic. Finally, those efforts organized as Western Coordinating Committee projects through the Western Regional Coordinating Implementation Committee (RCIC) are reviewed by RCIC (which is represented by both Extension and Research) for progress during the course of the project/program and at project termination. The reviews are documented and housed at the executive director's office in the western region. Additionally, those portions of programs which are part of the eXtension effort are reviewed in the eXtension selection process.

## Evaluation of Multis & Joint Activities

### 1. How will the planned programs address the critical issues of strategic importance, including those identified by the stakeholders?

All activities/programs of UNCE and NAES match needs/issues identified in the stakeholder input processes. Additionally, these activities/programs also address needs common to under-served/under-represented populations of the state, as well as activities/programs specific to the needs of these audiences.

Scholarship has long been recognized as an expectation of UNCE community-based faculty. All major programs are grounded in research theory and deliberate attempts are made to include campus-based faculty who hold joint UNCE and NAES appointments in their overall design. Programs are rigorously evaluated so as to contribute to the knowledge base of theory in practice. Not only are campus-based faculty expected to be involved in the evaluation design, but UNCE faculty are expected to take a scholarly approach to their work. Finally, integrated and multistate programs have generally realized the outcomes/impacts expected. The multi-state research program and Western Coordinating Committee projects are reviewed by RCIC (which is represented by both Extension and Research) for progress during the course of the project/program and at project termination. The reviews are documented and housed at the executive director's office in the western region. This process will continue to be used. Additionally, UNCE faculty and campus faculty on UNCE appointments are expected to demonstrate program results/impacts as part of their annual evaluations. Therefore, peers and administration both have an opportunity to review impacts/results of all UNCE programs.

### 2. How will the planned programs address the needs of under-served and under-represented populations of the State(s)?

All activities/programs of UNCE and NAES match needs/issues identified in the stakeholder input processes. Efforts are made to insure inclusion of under-served/under represented populations in the needs assessment processes. As a result, activities/programs are developed to address needs common to under-served/under-represented populations of the state, as well as activities/programs specific to the needs of these audiences.

### 3. How will the planned programs describe the expected outcomes and impacts?

The four primary programs are: \* Health & Nutrition \* Human & Family Development \* Agriculture & Natural Resources \* Community Development In "Health & Nutrition, the primary goal is "better individual health, better quality of life and lower health costs throughout their lifespan." Adopting a healthy lifestyle and food choices are necessary for individuals to maintain optimal health throughout their lifespan. This various activities of this program are designed to provide health & nutrition educational programs where individuals, families and care givers can learn the benefits of a healthy lifestyle and proper food habits which promote health and wellbeing. Learning and adoption of more healthful practices are the primary outcomes being sought. Additionally, there are special efforts focused on needs of children, minorities and low income families. Human & Family Development programming focuses on the interrelated areas of children, youth and families at risk, positive youth development, parenting education, literacy and child care provider training. Ultimate outcomes of this program include: \* Reduced risk and increased protective assets for youth and families at risk \* Decrease in numbers of serious arguments in the family. \* Improve literacy skills of children and parents, including ESL (English as Second Language) parents & children. \* Improve the quality of care provided by child care providers. \* Improve the positive youth development opportunities for all youth. \* Expand opportunities for parenting education for parents of infants through eXtension. There are primarily four major inter-related and interconnected areas of emphasis in agriculture and natural resources programming: \* vegetation management \* watershed health management \* urban/community horticulture \* alternative and sustainable agriculture practices or opportunities Primary outcomes in agriculture & natural resource programming are: \* For land managers to learn and apply sound principles to both maintain and restore rangeland health, reduce weeds and impacts of fires. \* For stakeholders (individuals, land owners, land managers, community leaders, business/industry, etc.) in water management issues to learn sound principles for the effective and efficient management and utilization of Nevada's riparian areas and to work together in apply these principles at all levels to maximize benefit. \* For individual home owners and businesses in urban areas to learn and apply landscaping and horticulture practices which suit the climate and limited water resources of Nevada. \* To identify sustainable agriculture alternative practices and opportunities for Nevada, for producers to learn and apply these in their agriculture operations. "Community Development" is a broad program area focusing on "capacity building" for communities, public issues education programs, leadership skills development (both youth and adults) and economic modeling or other community asset assessments for planning and development. Both "community" and "development" are defined very broadly. The primary outcomes are: \* To enhance the capacity of individuals to function as effective leaders in their organizations and communities, and to become more involved in community or organizational issues. \* To help individuals and community leaders learn about public policy issues, community

assets and economic models so they can make appropriate development plans for their communities. \* For communities and organizations to proactively plan and influence the future develop of their communities in positive ways to make it a desirable and positive environment for individuals, families and businesses.

#### 4. How will the planned programs result in improved program effectiveness and/or efficiency?

Many of the State Specialists with UNCE appointments also have NAES appointments so that their research is closely related to their educational programming. Additionally, many UNCE faculty are participants with NAES faculty on research projects. Integrated and multistate programming is increasingly the result of more proactive processes, and has helped to identify ways for cooperation even outside of specific programs. For example, UNCE has continued an arrangement with Utah State University Extension for their Dairy Specialists to provide dairy programming in Nevada. Also there is a great deal of collaboration along the border states especially UT, CA, ID and AZ. For example, NV and CA work very closely along the border areas in both natural resources, 4-H and other activities especially along the Lake Tahoe region. The program priorities established by UNCE from needs assessments conducted by UNCE faculty have been provided to Agriculture Experiment Station (AES) for their information and use as they allocate research funds. Collaboration with community-based faculty and developing research components to Extension programs has been openly endorsed by AES and there are a number of AES funded projects with UNCE field faculty involved.

### Stakeholder Input

#### 1. Actions taken to seek stakeholder input that encourages their participation (Check all that apply)

- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Survey of traditional stakeholder groups
- Survey specifically with non-traditional groups

#### Brief explanation.

In 2000, UNCE established a statewide Advisory Committee that represents a diverse cross section of stakeholders from both rural and urban communities, including minorities. This Advisory Committee has met at least twice a year since 2001 and continues to review UNCE programs and provide suggestions on additional program opportunities. It provides broad guidance on UNCE programming and policies, serves as a sounding board for setting program priorities, and has helped obtain support for UNCE from key state and county elected officials. CARET representatives also serve as members of this UNCE Advisory Committee. Within their first year of being hired, UNCE funded faculty are expected to conduct a formal needs assessment in order to identify critical issues in their subject matter area. For County Extension Educators, a very broad, community-based assessment is expected. For Area Specialists, a broad, issue-based assessment is expected. State Extension Specialists are charged with compiling local needs assessments and adding statewide data and impacts. Indeed, one of the criteria for annual performance evaluation is effective assessment of need. Following their initial needs assessment, faculty are required to continually assess needs through contact with stakeholders and periodically conduct a needs assessment in as expected of newly hired faculty. Information on the "community stakeholder meetings" and some of the other statewide needs assessments can be found at: <http://www.unce.unr.edu/Gateway/gateway.htm>. Some needs assessments are also turned into Extension publications. Needs assessments may take many forms and use a variety of methods across the state. No one method is required or always appropriate. As a result of the above processes for stakeholder input, all of UNCE's major educational programs are based on one or more needs assessments. UNCE has also used this information in ongoing strategic planning for the future. The data collected by UNCE is also shared with the Nevada Agricultural Experiment Station for their information, and also shared with other university faculty for their use and information.

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

##### 1. Method to identify individuals and groups

- Use Advisory Committees
- Use Internal Focus Groups
- Use External Focus Groups
- Open Listening Sessions
- Needs Assessments
- Use Surveys

#### Brief explanation.

A variety of methods are used across the state to identify individuals/groups who are stakeholders and to get their input. No one method is required or always appropriate. In fact, one method may be used in one county and a different method in another county. Even within counties, one method might be used in one situation and another method used in a different situation.

**2(B). A brief statement of the process that will be used by the recipient institution to identify individuals and groups 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
- Meeting specifically with non-traditional groups
- 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**

A variety of methods are used across the state to identify individuals/groups who are stakeholders and to get their input. No one method is required or always appropriate. In fact, one method may be used in one county and a different method in another county. Even within counties, one method might be used in one situation and another method used in a different situation.

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

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

**Brief explanation.**

Stakeholder input is routinely used to identify emerging issues, to redirect Extension programs and also in the hiring process. Where stakeholder input and needs assessments show the need for different staffing, it has also been used to make changes in qualifications of those hired in empty or new positions. Additionally, it is used in setting program priorities. Finally, it is used in making request for additional funding.

## 1. Name of the Planned Program

Community Development

## 2. Program knowledge areas

- 803 Sociological and Technological Change Affecting Individuals, Families and Communities 10 %
- 805 Community Institutions, Health, and Social Services 25 %
- 608 Community Resource Planning and Development 65 %

## 3. Program existence

- Intermediate (One to five years)

## 4. Program duration

- Long-Term (More than five years)

## 5. Brief summary about Planned Program

“Community Development” is a broad program area focusing on “capacity building” for communities, public issues education programs, leadership skills development (both youth and adults) and economic modeling or other community asset assessments for planning and development. Both “community” and “development” are defined very broadly.

## 6. Situation and priorities

Nevada is the fastest growing state in the nation by % of population as well as the most urban. The need for “community development” programming is great in both urban and the many small rural communities across the state. Many of Nevada’s rural economies which are natural resource based and have been historically classified as “boom-bust” economies. Given the economic variability in these natural resource economies, unique community and economic development extension programs have been developed for rural leaders and economic development practitioners to understand and address issues of mitigate economic variability and enhance economic stability. The University of Nevada Cooperative Extension works with the University Center for Economic Development to enhance delivery of these economic analysis and development programs to rural economies within the state of Nevada. Given the limited “community development” related resources in Cooperative Extension, most efforts will be limited in focus and in target audiences. A number of organizations and groups have indicated an interest in “leadership development” programming and a “needs assessment” is ongoing. Areas of emphasis will be on “capacity building” for communities, public issues education programs, leadership skills development (both youth and adults) and economic modeling or other community asset assessments for planning and development.

## 7. Assumptions made for the Program

Funding will remain constant.

Nevada will continue to be one of the fastest growing states in the nation, if not the fastest growing.

## 8. Ultimate goal(s) of this Program

To enhance the capacity of individuals to function as effective leaders in their organizations and communities, and to become more involved in community or organizational issues.

To help individuals and community leaders learn about public policy issues, community assets and economic models so they can make appropriate development plans for their communities.

For communities and organizations to proactively plan and influence the future development of their communities in positive ways to make it a desirable and positive environment for individuals, families and businesses.

## 9. Scope of Program

- In-State Extension
- Integrated Research and Extension
- Multistate Extension

**Inputs for the Program**

**10. Expending formula funds or state-matching funds**

- Yes

**11. Expending other than formula funds or state-matching funds**

- No

**12. Expending amount of professional FTE/SYs to be budgeted for this Program**

Year	Extension		Research	
	1862	1890	1862	1890
2007	7.3	0.0	0.0	0.0
2008	7.3	0.0	0.0	0.0
2009	7.3	0.0	0.0	0.0
2010	7.3	0.0	0.0	0.0
2011	7.3	0.0	0.0	0.0

**Outputs for the Program**

**13. Activity (What will be done?)**

A needs assessment on “leadership development” is ongoing and will be completed. Information from this will be used shaping leadership skills or “capacity building” training for organizations or groups who are interested. Also, public issues education programs will be conducted through publications, media, group discussions and meetings on key issues facing selected communities or groups. Additionally, assistance will be provided to a limited number of communities in economic modeling and/or conducting community asset assessments for planning and development. Faculty are working with the national extension program “Rural Health Works”, and will continue work on rural health care sector issues in rural Nevada. Additionally, Cooperative Extension will continue to assist the Nevada Rural Development Council as requested in a variety of areas including small business development, health issues, economic development, etc.

**14. Type(s) of methods will be used to reach direct and indirect contacts**

Extension	
Direct Method	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Group Discussion</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Other 1 (Newspaper/magazine/print media)</li> <li>● Other 2 (Other publications)</li> </ul>

**15. Description of targeted audience**

Targeted audiences will be individuals who are interested in “leadership development” programming, as well as community and/or organizational leaders involved in economic development or community planning, the National Rural Health Works program and the Nevada Rural Development Council.

**16. Standard output measures**

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	765	1400	3080	0
2008	765	1400	3400	0
2009	800	1450	3800	0
2010	800	1500	4200	0
2011	800	1500	4200	0

**17. (Standard Research Target) Number of Patents**

Expected Patents	
Year	Target
2007	0
2008	0
2009	0
2010	0
2011	0

**18. Output measures**

**Output Text**

Number of publications produced related to "community development" for use by community leaders and/or organizations in economic or development planning.

2007 Target: 4  
 2008 Target: 4  
 2009 Target: 4  
 2010 Target: 4  
 2011 Target: 4

**Output Text**

Number individuals (adults & youth) receiving leadership or economic development training or information.

2007 Target: 100  
 2008 Target: 150  
 2009 Target: 200  
 2010 Target: 200  
 2011 Target: 200

**Outcomes for the Program**

**19. Outcome measures**

**Outcome Text: Awareness created**

**Outcome Text**

Number of individuals (adults & youth) learning new leadership or economic development skills/knowledge.

**Outcome Type:** Short

2007 Target: 75  
2008 Target: 100  
2009 Target: 100  
2010 Target: 150  
2011 Target: 150

**Outcome Text**

Number of individuals (adults & youth) applying or using new leadership or economic development skills/knowledge in their organizations or communities.

**Outcome Type:** Medium

2007 Target: 25  
2008 Target: 50  
2009 Target: 50  
2010 Target: 100  
2011 Target: 100

**Outcome Text**

Number of communities completing Rural Health Works program.

**Outcome Type:** Medium

2007 Target: 1  
2008 Target: 1  
2009 Target: 1  
2010 Target: 1  
2011 Target: 1

**20. External factors which may affect outcomes**

- Economy
- Appropriations changes
- Public Policy changes

**Description**

The volatile nature of today's economy, especially in rural areas is such that it can have a major impact on communities and individuals willingness and resources for "community development" activities. However, these can also provide motivation to take action and make changes too. Communities and their infrastructure are always subject to changes in public policy, especially those from the Federal or State level.

**21. Evaluation studies planned**

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

**Description**

Pre and post test will be used in leadership training to determine learning and knowledge gained. Observations or case studies will be used in other settings to determine changes and use of modeling or asset assessments by communities or organizations.

**22. Data Collection Methods**



- Whole population
- On-Site
- Structured
- Unstructured
- Case Study
- Observation

**Description**

No sampling used. Will use all of any group participants.

**1. Name of the Planned Program**

Health & Nutrition (Healthy Lifestyle & Food Choices)

**2. Program knowledge areas**

- 802 Human Development and Family Well-Being 15 %
- 724 Healthy Lifestyle 20 %
- 703 Nutrition Education and Behavior 60 %
- 806 Youth Development 5 %

**3. Program existence**

- Mature (More than five years)

**4. Program duration**

- Long-Term (More than five years)

**5. Brief summary about Planned Program**

Adopting a healthy lifestyle and food choices are necessary for individuals to maintain optimal health throughout their lifespan. The various activities of this program are designed to provide health & nutrition educational programming where individuals, families and care givers can learn the benefits of a healthy lifestyle and proper food habits which promote health and wellbeing. Additionally, there is programming focused on the special needs of children, minorities and low income families.

**6. Situation and priorities**

Much of the health related problems in Nevada are directly related to lack of proper nutrition, over eating or lifestyle . Over 2/3rds of adults and 1/3rd of youth are overweight. The result is poor health and increasing health care cost.

**7. Assumptions made for the Program**

Funding will remain constant or increase. People can learn and will make better food and lifestyle choices for better health.

**8. Ultimate goal(s) of this Program**

Better individual health, better quality of life and lower health costs throughout their lifespan.

**9. Scope of Program**

- In-State Extension
- Integrated Research and Extension
- Multistate Integrated Research and Extension

**Inputs for the Program**

**10. Expending formula funds or state-matching funds**

- Yes

**11. Expending other then formula funds or state-matching funds**

- No

**12. Expending amount of professional FTE/SYs to be budgeted for this Program**

Year	Extension		Research	
	1862	1890	1862	1890
2007	7.4	0.0	0.0	0.0
2008	7.4	0.0	0.0	0.0
2009	7.4	0.0	0.0	0.0
2010	7.4	0.0	0.0	0.0
2011	7.4	0.0	0.0	0.0

**Outputs for the Program**

**13. Activity (What will be done?)**

A variety of activities will be undertaken to reach at risk individuals, especially minorities, with appropriate information. For example, nutrition education programs will be provided in school classes, 4-H after school settings, new parents, low income and other audiences as well as the general public. Newsletters, publications and other informational materials will be distributed through senior centers and to professional health educators as well as to the general public through the UNCE website.

**14. Type(s) of methods will be used to reach direct and indirect contacts**

Extension	
Direct Method	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Group Discussion</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Public Service Announcement</li> <li>● Newsletters</li> <li>● TV Media Programs</li> <li>● Web sites</li> <li>● Other 1 (Newspapers/Magazines/Print Media)</li> <li>● Other 2 (UNCE Publications)</li> </ul>

**15. Description of targeted audience**

Targeted audiences are varied. One target audience is those who train or education others about health lifestyles and food choices (medical professionals, professional care givers) as well as individual adults and youth of all ages. A second target audience is children, youth and families at risk as well as minorities. A third target audience is youth in school settings.

**16. Standard output measures**

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	1755	2800	2000	17700
2008	1790	2800	2300	17700
2009	2200	2800	2500	17700
2010	2200	2800	2700	17700
2011	2200	2800	2900	17700

**17. (Standard Research Target) Number of Patents**

Expected Patents	
Year	Target
2007	0
2008	0
2009	0
2010	0
2011	0

**18. Output measures**

**Output Text**

Number of in school classes taught to students about healthy food choices.

2007 Target: 50  
 2008 Target: 50  
 2009 Target: 50  
 2010 Target: 50  
 2011 Target: 50

**Output Text**

Number of health & nutrition publications published or placed on web.

2007 Target: 10  
 2008 Target: 10  
 2009 Target: 10  
 2010 Target: 10  
 2011 Target: 10

**Outcomes for the Program**

**19. Outcome measures**

**Outcome Text: Awareness created**

**Outcome Text**

Number of individuals (adults & youth) who will learn knowledge or skills necessary to make healthy lifestyle and food choices for themselves or those they care for (knowledge learned).

**Outcome Type:** Short

2007 Target: 3500  
 2008 Target: 4000  
 2009 Target: 4000  
 2010 Target: 5000  
 2011 Target: 8000

**Outcome Text**

Number of individuals (adults & youth) who will adopt healthy lifestyle practices or food choices (behavior).

**Outcome Type:** Medium

2007 Target: 350

2008 Target: 400

2009 Target: 400

2010 Target: 500

2011 Target: 800

**20. External factors which may affect outcomes**

- Economy

**Description**

A downturn in the economy would directly impact individual's ability and motivation to adopt healthy lifestyle and food choices.

**21. Evaluation studies planned**

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

**Description**

A variety of techniques may be used to measure both knowledge change and behavior change. Before and After measures are routinely used in all educational programs. Additionally, some case studies may be used with selected individuals or groups to look at behavior change in addition to knowledge change.

**22. Data Collection Methods**

- Whole population
- On-Site
- Structured
- Unstructured
- Case Study
- Observation

**Description**

No sampling used. Will use all of any group participants. A variety of data collection methods will be used.

## 1. Name of the Planned Program

Agriculture & Natural Resources

## 2. Program knowledge areas

- 205 Plant Management Systems 20 %
- 121 Management of Range Resources 25 %
- 216 Integrated Pest Management Systems 20 %
- 601 Economics of Agricultural Production and Farm Management 5 %
- 111 Conservation and Efficient Use of Water 10 %
- 806 Youth Development 5 %
- 122 Management and Control of Forest and Range Fires 5 %
- 307 Animal Management Systems 5 %
- 605 Natural Resource and Environmental Economics 5 %

## 3. Program existence

- Mature (More than five years)

## 4. Program duration

- Long-Term (More than five years)

## 5. Brief summary about Planned Program

There are primarily four major inter-related and interconnected areas of emphasis in agriculture and natural resources programming: 1) vegetation management; 2) watershed health management; 3) urban/community horticulture and 4) alternative and sustainable agriculture practices or opportunities.

## 6. Situation and priorities

Nevada land is 87% publicly owned land – mostly Federal. In Nevada, rangeland health, weeds and fire are areas of emphasis and are all heavily related. Water (Nevada is the most arid state in the nation) and rangeland are also critical for agriculture as well as for public use and recreation. Urban/community horticulture is a huge demand because of both water concerns and the large number of people moving to Nevada from less arid places. (Nevada is the fastest growing state by % of population and the most urban in the nation.) Given the limited water resources and climate, there is a need to identify and promote alternative agriculture practices and opportunities to sustain the agriculture industry and the rural communities of Nevada dependent on the agriculture industry. Therefore, there are four interrelated and interconnected primary areas of program emphasis in Nevada. First, a continuation of the vegetation management emphasis that includes systems thinking about rangeland health, productivity, biodiversity, state and transition thresholds. This focuses on the high priority management needed to address rangeland vegetation at risk. This integrated effort address topics such as weeds, fire and fuels management, livestock grazing management, and rangeland monitoring. The second major emphasis addresses integrated watershed health management. It focuses on such topics as riparian proper functioning condition; urban growth and development in relation to floodplains and river corridors; vegetation management and thresholds, how transportation systems affect watershed functions; water uses; water quantity and quality connectivity; water cycles, flow, and storage; invasive weeds (Tamarisk, Tall White Top, Russian Knap Weed, etc.) public policy; best management practices; etc. Additional programming can work with communities in collaborative planning, fact finding, and cooperative learning.

The third emphasis is on urban/community horticulture. As Nevada's population is growing at an unprecedented rate and water restrictions are becoming common place, public demand is increasing for high quality, low water using landscapes.

The fourth and final emphasis is on sustainable alternative agriculture practices and opportunities. Agriculture is a significant contributor to rural economies and lifestyles. Competition for water and rising input costs remain the primary overriding challenges to agriculture sustainability. As producers face the reality of less water available for future production, they are seeking viable alternative crops that can produce equivalent incomes with substantially less water.

## 7. Assumptions made for the Program

Funding will remain constant or increase. Urban growth and expansion will continue along with rapid population growth.

Changes in the natural environment are possible, but very long term. Water is critical to Nevada's future in both urban and rural areas of the state.

**8. Ultimate goal(s) of this Program**

A. For land managers to learn and apply sound principles to both maintain and restore rangeland health, reduce weeds and impacts of fires. B. For stakeholders (individuals, land owners, land managers, community leaders, business/industry, etc.) in water management issues to learn sound principles for the effective and efficient management and utilization of Nevada's riparian areas and to work together in apply these principles at all levels to maximize benefit. C. For individual home owners and businesses in urban areas to learn and apply landscaping and horticulture practices which suit the climate and limited water resources of Nevada. D. To identify sustainable agriculture alternative practices and opportunities for Nevada, for producers to learn and apply these in their agriculture operations.

**9. Scope of Program**

- In-State Extension
- Integrated Research and Extension
- Multistate Extension

**Inputs for the Program**

**10. Expending formula funds or state-matching funds**

- Yes

**11. Expending other then formula funds or state-matching funds**

- No

**12. Expending amount of professional FTE/SYs to be budgeted for this Program**

Year	Extension		Research	
	1862	1890	1862	1890
2007	20.1	0.0	0.0	0.0
2008	20.1	0.0	0.0	0.0
2009	20.1	0.0	0.0	0.0
2010	20.1	0.0	0.0	0.0
2011	20.1	0.0	0.0	0.0

**Outputs for the Program**

**13. Activity (What will be done?)**

A variety of activities both educational outreach and applied research will be undertaken. Applied research will focus on both social and "best management practices" for Nevada as it relates to the areas of emphasis.

**14. Type(s) of methods will be used to reach direct and indirect contacts**

Extension	
Direct Method	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Group Discussion</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Public Service Announcement</li> <li>● Newsletters</li> <li>● TV Media Programs</li> <li>● Web sites</li> </ul>

- Other 1 (Newspapers/Magazines/Print Media)
- Other 2 (UNCE Publications)

**15. Description of targeted audience**

Target audience is multiple and varied. First, Nevada land managers both public and private. Second, stakeholders in water related issues (individuals, land owners, land managers, community leaders, business/industry, etc.). Third, home and business owners for horticulture and landscaping practices. Fourth, ag producers interested in sustainable and alternative agricultural practices.

**16. Standard output measures**

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	3690	8800	850	100
2008	3800	9200	950	100
2009	3800	10000	1050	100
2010	3800	10000	1200	100
2011	3800	10000	1200	100

**17. (Standard Research Target) Number of Patents**

Expected Patents	
Year	Target
2007	0
2008	0
2009	0
2010	0
2011	0

**18. Output measures**

**Output Text**

Number of journal articles or UNCE publications related to agriculture & natural resources (including horticulture) produced.

- 2007 Target: 5
- 2008 Target: 10
- 2009 Target: 15
- 2010 Target: 15
- 2011 Target: 15

**Output Text**

Number of individuals reached directly with agriculture & natural resource information (including water and horticulture) through workshops, trainings & one on one or other direct method including phone and e-mail consultations.



2007 Target: 3690  
2008 Target: 3800  
2009 Target: 3800  
2010 Target: 3800  
2011 Target: 3800

## Outcomes for the Program

### 19. Outcome measures

#### Outcome Text: Awareness created

##### Outcome Text

Number of target audiences who will learn best management practices for agriculture, natural resources, horticulture or water quality/quantity.

**Outcome Type:** Medium

2007 Target: 10000  
2008 Target: 10000  
2009 Target: 10000  
2010 Target: 10000  
2011 Target: 10000

##### Outcome Text

Number of target audiences who apply or use best management practices learned for agriculture, natural resources, horticulture or water quality/quantity.

**Outcome Type:** Medium

2007 Target: 5000  
2008 Target: 5000  
2009 Target: 5000  
2010 Target: 5000  
2011 Target: 5000

### 20. External factors which may affect outcomes

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

#### Description

Natural disasters, especially weather related and fire, are always significant factors in natural resource related programming. Such may cause a significant change in focus and resources (up or down). Additionally, public policy changes at both the Federal and State levels may impact not only what can be done but what will be done in natural resource management.

### 21. Evaluation studies planned

- Before-After (before and after program)
- Time series (multiple points before and after program)
- Case Study

#### Description

Measures of learning will be determined through pre and post test of participants in training, workshops, etc. Additionally, case studies or follow ups will be used over time to determine any practice changes by participants and results of practice change.

## 22. Data Collection Methods

- Whole population
- Structured
- Unstructured
- Observation
- Other (Development of management plans)

### Description

No sampling used. Will use all of any group participants. A variety of data collection methods will be used.

## 1. Name of the Planned Program

Human & Family Development

## 2. Program knowledge areas

- 802 Human Development and Family Well-Being 65 %
- 806 Youth Development 10 %
- 702 Requirements and Function of Nutrients and Other Food Components 5 %
- 703 Nutrition Education and Behavior 10 %
- 803 Sociological and Technological Change Affecting Individuals, Families and Communities 10 %

## 3. Program existence

- Mature (More than five years)

## 4. Program duration

- Long-Term (More than five years)

## 5. Brief summary about Planned Program

Human & Family Development programming focuses on the interrelated areas of: children, youth and families at risk, positive youth development, parenting education, literacy and child care provider training.

## 6. Situation and priorities

UNCE programming is always based on one or more needs assessments, and needs assessments are an ongoing process. For example, current ongoing needs assessments are focusing on early child care & education; aging programs; intergenerational literacy and school readiness; parenting needs, etc. As a result of earlier needs assessments (both formal and informal) Cooperative Extension has developed a variety of efforts to address the interrelated areas of: children, youth and families at risk, positive youth development, parenting education, literacy and child care provider training. The Nevada Child Care Work Force Study (Essa, 2002) estimated that there are 40,500 children under six years of age in licensed, paid child care in Nevada. An unknown number (but probably equally large) are in care by relatives and neighbors that is unlicensed and, in some cases, unpaid. Nearly 6,000 Nevada school age children are in licensed care. Because many child care programs for school-age and adolescent children are not required to be licensed, there are far more school-age children receiving care than 6,000, but the exact number is unknown. There are about 5,400 caregivers providing early care and education in licensed programs in Nevada. In 2002 the State Licensing Regulations for child caregivers was expanded beyond the 12 hours of in-service education to a Career adopted a Ladder for childcare providers with seven levels. In addition, the number of hours of in-service education required for caregivers was recently expanded from 12 to 15 annually. Need assessments by UNCE in the early '90s identified juvenile justice issues as a priority when results found few alternatives other than detention were available for Elko youth—helping drive the large recidivism rate in that county. Collaborations were formed in several communities (with UNCE involvement) to address this issue. As a consequence of these activities, Project MAGIC (Making A Group & Individual Commitment) was developed by Cooperative Extension to target first time and less serious offenders. MAGIC is now conducted in a variety of both urban and rural settings as well as on an Indian Reservation.

Literacy is a concern in Nevada. One quarter of Nevadans—nearly 300,000 youth and adults—are illiterate; they cannot read or write well enough to do simple tasks, such as filling out a job application or reading the newspaper (Nevada Literacy 2000, 1992). Further, teachers in Nevada report that they have children entering school who have never held a book in their hands. Children for whom English is a second language are of particular concern in this country, because they often have difficulty in school. Given the growing percentage of Spanish-speaking immigrants in Nevada, there is an ever-larger number of ESL children, at risk for low achievement, entering schools in our state. While teachers, social workers, and other professionals indicate the need for parenting education, there are no statewide surveys to pinpoint needs. One indicator is the statistics on child abuse and neglect in Nevada. In 2000, there were 12,797 reports of suspected abuse and/or neglect, of which close to 27% were substantiated.

## 7. Assumptions made for the Program

Funding will remain constant or increase. Reducing risks and nurturing protective capacities and conditions provides the theory and practice methodology for most juvenile justice as well as Extension programs with youth. Given the limited Extension resources, collaborations with community and state agencies or organizations will improve impact, as will developing the capacity of other organizations or agencies.

**8. Ultimate goal(s) of this Program**

\* Reduced risk and increased protective assets for youth and families at risk \* Decrease in numbers of serious arguments in the family. \* Improve literacy skills of children and parents, including ESL parents & children. \* Improve the quality of care provided by child care providers. \* Improve the positive youth development opportunities for all youth.

**9. Scope of Program**

- Integrated Research and Extension
- Multistate Extension

**Inputs for the Program**

**10. Expending formula funds or state-matching funds**

- Yes

**11. Expending other than formula funds or state-matching funds**

- No

**12. Expending amount of professional FTE/SYs to be budgeted for this Program**

Year	Extension		Research	
	1862	1890	1862	1890
2007	13.4	0.0	0.0	0.0
2008	13.4	0.0	0.0	0.0
2009	13.4	0.0	0.0	0.0
2010	13.4	0.0	0.0	0.0
2011	13.4	0.0	0.0	0.0

**Outputs for the Program**

**13. Activity (What will be done?)**

A variety of activities will be undertaken including capacity building for other youth and family professionals through education classes and workshops, newsletters, and publications including curriculum. Some curriculum and materials will be web based as well. Also, a variety of activities (workshops, newsletters, one on one interventions, etc.) will be focused on youth and families at risk.

**14. Type(s) of methods will be used to reach direct and indirect contacts**

Extension	
Direct Method	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Group Discussion</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Public Service Announcement</li> <li>● Newsletters</li> <li>● TV Media Programs</li> <li>● Web sites</li> <li>● Other 1 (Newspaper/Magazines/print media)</li> <li>● Other 2 (UNCE Publications)</li> </ul>

**15. Description of targeted audience**

Target audiences include: • Child care providers & other youth/family professionals • Parents/families • At Risk Youth & Families including Military families (Regular, Reserves and National Guard.)

**16. Standard output measures**

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

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
2007	3000	5700	720	1000
2008	3000	5700	800	1000
2009	3000	5700	900	1000
2010	2890	5700	900	1000
2011	2890	5700	900	1000

**17. (Standard Research Target) Number of Patents**

Expected Patents	
Year	Target
2007	0
2008	0
2009	0
2010	0
2011	0

**18. Output measures**

**Output Text**

Number of families who receive publications, newsletters, etc. on human & family development related topics developed.

- 2007 Target: 800
- 2008 Target: 850
- 2009 Target: 900
- 2010 Target: 950
- 2011 Target: 1000

**Output Text**

Number of MAGIC curricula distributed.

- 2007 Target: 40
- 2008 Target: 40
- 2009 Target: 40
- 2010 Target: 40
- 2011 Target: 40

## Outcomes for the Program

### 19. Outcome measures

#### Outcome Text: Awareness created

##### Outcome Text

Number of child care providers and family/youth professionals learning new knowledge or skills.

##### Outcome Type: Short

2007 Target: 750

2008 Target: 750

2009 Target: 750

2010 Target: 750

2011 Target: 750

##### Outcome Text

Number of youth and adults improving literacy skills.

##### Outcome Type: Medium

2007 Target: 500

2008 Target: 500

2009 Target: 500

2010 Target: 500

2011 Target: 500

##### Outcome Text

Number of professionals trained to deliver evidenced-based delivery programs on human & family development related topics.

##### Outcome Type: Short

2007 Target: 35

2008 Target: 40

2009 Target: 40

2010 Target: 35

2011 Target: 35

##### Outcome Text

Number of parents learning new parenting knowledge/skills.

##### Outcome Type: Short

2007 Target: 2100

2008 Target: 2100

2009 Target: 2150

2010 Target: 2200

2011 Target: 2200

##### Outcome Text

Significant improvement in school functioning for your participating in juvenile diversion program (MAGIC).

**Outcome Type:** Medium

2007 Target: 100  
2008 Target: 100  
2009 Target: 100  
2010 Target: 100  
2011 Target: 100

**Outcome Text**

Significant improvement in family functioning for youth participating in juvenile diversion program (MAGIC).

**Outcome Type:** Medium

2007 Target: 100  
2008 Target: 100  
2009 Target: 100  
2010 Target: 100  
2011 Target: 100

**Outcome Text**

Significant improvement in attitudes about substance abuse for your participating in juvenile diversion program (MAGIC).

**Outcome Type:** Medium

2007 Target: 100  
2008 Target: 100  
2009 Target: 100  
2010 Target: 100  
2011 Target: 100

**20. External factors which may affect outcomes**

- Appropriations changes
- Public Policy changes

**Description**

While not foreseen, any appropriation changes or public policy changes could impact those social service agencies and schools who are major partners in these programming efforts.

**21. Evaluation studies planned**

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

**Description**

A variety of techniques may be used to measure both knowledge change and behavior change. Before and After measures are routinely used in all educational programs. Additionally, some case studies may be used with selected individuals or groups to look at behavior change in addition to knowledge change.

**22. Data Collection Methods**

- Whole population
- On-Site
- Structured
- Unstructured
- Case Study
- Observation

**Description**

No sampling used. Will use all of any group participants. A variety of data collection methods will be used to fit the situation and particular target audience.