2009 Alabama A&M University and Auburn University Combined Extension Plan of Work

I. Plan Overview

1. Brief Summary about Plan Of Work

THE ALABAMACOOPERATIVE EXTENSION SYSTEM
FY 2009-2013 CSREES PLAN OF WORK
ALABAMAA&MUNIVERSITY
AUBURNUNIVERSITY

OVERVIEW STATEMENT

THE ALABAMACOOPERATIVE EXTENISON SYSTEM

On August 1, 1995, Federal Judge Harold Murphy, Unites States District Court for the Northern Districts of Alabama, ordered the unification of the Cooperative Extension outreach from the AlabamaA&MUniversity 1890 Cooperative Extension Program and the AuburnUniversity 1862 Cooperative Extension Service. The Judge said: "Alabama shall have a single, Statewide Cooperative Extension System that unifies the efforts of AuburnUniversity and AlabamaA&MUniversity into one organization to be known and identified as the Alabama Cooperative Extension System ... to operate as the outreach organization for the land grant function of these universities."Under this order, the two universities are to focus on serving different segments of Alabama's population. The Alabama A&M University (AAMU)-funded portion of the System focuses its resources on serving urban and nontraditional clientele, and the Auburn University (AU)-funded portion of the System focuses its resources on serving the rural or traditional clientele. In order to address this mandate, during the past decade a long-term process of fusion has been engaged which has magnified the individual efforts of the AAMU and AU Cooperative Extension entities in a synergistic fashion that now offers increased, and more focused, educational program delivery to the residents of Alabama.

As the end of the decree grew near, Judge Murphy instructed the Director of Extension, the 1890 Administrator from AAMU, and the presidents of the two universities (AAMU and AU) to ensure that there will be appropriate statutory authority in place by August of 2005 to maintain the Alabama Cooperative Extension System as a legally mandated entity.The ten (10) year decree expired December 12, 2006. With regard to the Extension unification the following have been accomplished:

- An Operational Policies and Procedures Manual (OPPM) has been approved and finalized for the overall operation of the Unified System known as the Alabama Cooperative Extension System. This document has been approved by both universities and the Court.

- The State Statute creating and authorizing extension in the state of Alabama has been revised to authorize the Alabama Cooperative Extension System as the outreach arm of AlabamaA&MUniversity and AuburnUniversity. The new statute acknowledges the OPPM as the organization and administrative guiding document for the System that cannot be changed without the consent of both institutions. The System Director is now accountable and reports to both the president of AlabamaA&MUniversity and AuburnUniversity.

Given the above, the Alabama Cooperative Extension System may be defined as a publicly-funded, non-formal, continuing education system that links the educational and research resources and activities of Alabama's Land-Grant Universities to the residents of the sixty-seven counties in the state, the communities of Alabama, and to the people of this nation and the world. The primary purpose of the Alabama Cooperative Extension System is the provision of practical education for Alabama citizens

to apply to the critical issues that have an impact on their daily lives and the future of Alabama.

Working collectively, the two components of the Alabama Cooperative Extension System generated new mission and vision statements.The mission of the Alabama Cooperative Extension System is:

quot;The AlabamaCooperative Extension System, the primary outreach organization for the land-grant mission of AlabamaA&MUniversityand AuburnUniversity, delivers research-based educational programs that enable people to improve their quality of life and economic well-being." (Source: ACES Website)

The vision of the System is:

quot;To be a world-class educational organization providing real-life solutions to improve the lives of all Alabamians." (Source: ACES 2002 Strategic Plan).

FORCES IMPACTING THE ALABAMACOOPERATIVE EXTENSION SYSTEM

Over the past two decades, the Alabama Cooperative Extension System has experienced many very significant changes resulting from both internal and external factors. The major external factors affecting the System are reduced funding, increased operating costs, changes in the numbers and types of clientele we serve, increased complexity of the areas in which we work, tremendous advances in technology, and the above mentioned Decree and related court orders. These external factors have led to significant changes in the resources available to the System and the way we do business. Internally, perhaps the most significant changes are the great reduction in the number of System employees on continuing appointments and the shift toward more temporary employees working on specially-funded programs. In spite of the impacts of internal and external forces the mission of the Alabama Cooperative Extension System will persist.Further, the System's commitment to the provision of relevant, research based educational programs that address critical issues of major concern to Alabama residents will remain unchanged.

A proactive response to internal and external factors affecting the Alabama Cooperative Extension System was an administrative recognition that changes in System structure and methods of operation were mandatory.The mandate to change the structure of the System emanated from the realities of change—not only change in the environment in which we live and work, but also, probably more importantly, changes that have occurred over time inside the organization itself. The internal and external environments of the Alabama Cooperative Extension System have evolved over time. The most significant recent internal and external factors that have influenced the way the System operates are:

1. The "merging" of Auburn University Extension Specialists into academic units in the mid 1980s and the resulting changes in the way these employees are funded and supervised.

2. The unification of the Auburn University Alabama Cooperative Extension Service with the Alabama A&M University Cooperative Extension Program to form the Alabama Cooperative Extension System in 1995.

3. Several state and federal funding crises which resulted in voluntary retirement incentives and separation programs that were implemented in 1995, 1999 and 2003. These retirement / separation programs resulted in almost 200 fewer continuing employees in the System.

4. The creation of Urban Extension Centers in the mid 1990s to address the court mandate to serve urban and nontraditional clientele.

5. The creation of functional Regional Research and ExtensionCenters in the late 1990s.

6. The increased emphasis on and System reliance on non-continuing special funding sources such as the NEP grant, CTF grants, special funding agreements and contracts with other organizations, and numerous other extramurally funded programs. Approximately one-fourth of the System's employees are currently on some type of special funding arrangement and can work only in the areas allowed by the funding agreements.

7. The proliferation in technology / technological advances and related influences not only among System employees but also more importantly among the clientele with whom we work.

8. Rapid and significant demographic changes and the increasing number of urban clientele.

9. The rapidly increasing complexity of the subject-matter areas in which the System has traditionally worked and the decrease in the number of clientele in many traditional program areas—especially in agriculture.

10. The increasing expectations and demands from CSREES for states to do more Multistate Extension / Integrated Research and Extension programming.

11. The continued decrease in county funding as a percentage of System overall funding. The large disparities in local funding have made it very difficult for the System to develop and maintain a local funding-staffing model that is equitable.

THE EFFECTS OF CHANGE:
RESTRUCTURING THE ALABAMACOOPERATIVE EXTENSION SYSTEM

These factors impacting the Alabama Cooperative Extension System made it necessary to implement significant, fundamental changes in System structure and the manner in which educational services are provided to the people of Alabama.To address the effects of internal and external factors and yet continue the tradition of the provision of educational programs of excellence to Alabama residents a major restructuring was necessitated.Fundamental to this restructuring effort was a shift from a 'county based' programming focus to a 'regional' orientation—that is, a transition from single-county based agents to teams of educators serving multi-county regions. However, with fewer employees working across larger multi-county geographic regions, the methodology for the provision of educational services to the public has, of necessity, also changed. The primary emphasis is now on regional educational programs and group activities that allow the System to provide educational services to a maximum number of residents within the constraints of limited human and fiscal resources.

In spite of structural changes, the System continues to maintain an office in every county that provides office space and a minimum level of funding to support part of the salary for a County Extension Coordinator position. Other county funding is used to support Agent and Agent Assistant positions that work exclusively in the county providing the funding. All positions other than the County Extension Coordinators and 100% locally funded positions work on regional assignments. However, the regional positions continue to use county offices as the base from which they operate.

The implementation of structural changes within the Alabama Cooperative Extension System, though often difficult, have resulted in many positives outcomes.In fact, the System realized several immediate benefits from the restructuring.These benefits include:

•Enhanced economies of scale that allow the System to more efficiently utilize its' limited human and fiscal resources. •The generation of program-specific teams comprised of campus and field staff that work together to plan, implement and evaluate programs. •Enhanced collaboration among AlabamaA&MUniversity and AuburnUniversity affiliated employees and between the urban and rural initiatives. •Redistribution of staff in a manner that increases System capacity to ensure that program priorities are adequately covered across the state. •Greater capacity to serve the needs of commercial agriculture through the Regional Research and ExtensionCenters. •Greater capacity to serve the needs of urban and non-traditional clientele through the Urban Extension Centers. •Creation greater opportunities for the System to procure external funding. •Increased utilization of new and emerging technologies as a part of the System program delivery process that allowed for more efficient utilization of limited staffing resources. •Structural mechanisms that allow the System to offer more focused, program specific, in-service training that affords program team members the opportunity to obtain greater levels of expertise in their assigned areas. •Evidence of much stronger linkages between university researchers and Extension educators. •The creation of more opportunities for program teams to engage Multi-State Extension Activities and Integrated Research and Extension Activities, to include both training and programming. •The opportunity for the System to 'reward' counties that provide higher levels of funding and still ensure that all Alabama residents have an appropriate base level of service. The new structure allows for more locally funded Extension positions and ensures that all county funds are spent in direct support of Extension staff and programs within the county providing the funds.

SYSTEM PROGRAMS
PLANNING FOR OUTCOMES AND IMPACTS

Alabama Cooperative Extension System educational efforts are aligned along six umbrella areas of emphasis (base programs).These programs are: Agriculture, Forestry and Natural Resources, Urban Affairs and New Nontraditional Programs, Family and Individual Well Being, Community and Economic Development, and 4H and Youth Development. A brief overview of each area of emphasis follows below.

Agriculture: Today there are roughly 45,000 farms in Alabama. Extension helps Alabama's farmers create and maintain healthy, profitable, and environmentally sustainable operations. Regional Research and ExtensionCenters in the TennesseeValley, the Black Belt, the Wiregrass, the GulfCoast, SandMountain, and Chilton areas address the specific needs of each region. Home gardening and urban horticulture are also major Extension priorities.

Forestry and Natural Resources: Alabama is rich in natural resources. Almost two-thirds of the state is covered in forests, and our water resources are the envy of the nation. Forestry, fisheries, and wildlife bring billions of dollars into the state's economy and greatly enhance quality of life. Extension is committed to helping people safeguard and develop these resources for recreational, environmental and business enterprises.

Urban Affairs and New Nontraditional Programs: Two-thirds of Alabamians live in urban areas, and the Extension mission of taking the university to the people includes urban as well as rural citizens. Programs include the urban family network, workforce preparation, domestic violence prevention, teen leadership, health issues, and nontraditional agriculture. Eight UrbanExtensionCenters and two satellite offices help bring Extension education to the state's city dwellers.

Family and Individual Well-Being: One of Extension's key roles is helping families and individuals improve their quality of life through food safety, proper nutrition, parenting, family financial management, and community health. Flagship programs include the Expanded Food and Nutrition Education Program (EFNEP), begun in Alabama more than 30 years ago and since adopted by all other states, and the federally mandated Nutrition Education Program (NEP), which focuses on educating food stamp recipients.

Community and Economic Development: Extension plays a leading role in revitalizing Alabama communities, especially where declining farm populations have resulted in such problems as dwindling revenue bases and youth flight. Extension programs focus on economic and leadership development, environmental quality and community health, and public policy and strategic planning.

4-H and Youth Development: Alabama's 4-H program offers young people opportunities to develop their interests and expand their awareness of our world. Extension educators, volunteers, and the young people themselves work together to provide a wide range of hands-on, minds-on experiences that develop each individual's four H's—head, heart, hands, and health.

The real impacts and outcomes of System programming are generated via a subset of the above mentioned areas of emphasis.The Alabama Cooperative Extension System 'Priority Program Areas' and related 'Extension Team Projects' serve as the central programming focus.Each of the Priority Program Areas generates the primary program implementation tool for the System—"Extension Team Projects" (ETPs). An Extension Team Project is defined as a combination of clearly related, preplanned educational activities which occur over a specified period of time (usually several years), and geographic area (usually statewide) and which involve several Extension-funded employees working together to accomplish specific, highly-focused, measurable results based on the organizations objectives and goals.

Alabama Cooperative Extension System Specialists organize their educational programming in ETPs associated with one of the Priority Program Areas.System Agents are required to allocate at least one-half of their planned program time to

Extension Team Projects; the remainder of Agent time is devoted to one or more of the Priority Program Areas.For the FY2009-2013 Plan of Work the Alabama Cooperative Extension System has identified the following Priority Program Areas:

1. Agronomic Crops
2. Animal Science and Forages
3. Aquaculture and Recreational Pond Management
4. Family and Child Development
5. Community Resource Development
6. Consumer Science and Personal Financial Management
7. Farm Management and Agricultural Enterprise Analysis
8. Food Safety, Preparation and Preservation
9. Forestry, Wildlife and Natural Resource Management
10. Commercial Horticulture
11. Home Grounds, Gardens and Home Pests
12. Human Nutrition, Diet and Health
13. 4-H and Youth Development
14. Poultry

Each Priority Program Area is briefly described below.

1. Agronomic Crops
The mission of this program area is to teach agricultural producers how to apply research-generated information and knowledge to facilitate sustainable field crop production based on best management practices that are environmentally safe. The subject areas covered in this area of specialization include soils and fertility, land preparation, tillage systems and equipment, irrigation systems, variety and cultivar selection, harvesting and handling, pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management), farm safety, biotechnology, best management practices and regulatory practices for all agronomic field crops. Team This Priority Program Area also includes educational programs in the areas of water quality and nutrient and waste management.

2. Animal Science and Forages
The mission of this program area is to teach animal producers and owners how to apply research-generated information and knowledge to facilitate animal production and management systems based on best management practices that are environmentally safe and promote commonly accepted animal welfare standards. The subject areas covered in this area of specialization include genetics, reproduction, nutrition (to include forage production), disease and health issues (to include parasites and insect control), economics (to include BCIA and DHIA), and all types of regulatory issues. This area of specialization includes both commercial production of food animals (beef, dairy, swine, poultry, sheep, goats, ratites, rabbits, etc.) and non-commercial management of companion and pet animals (horses, dogs, etc.). This area also includes educational programs in the areas of water quality, nutrient and waste management and the Urban and Nontraditional Animal Science program.

3. Aquaculture and Recreational Pond Management
The mission of this program area is to teach aquacultural producers how to apply research-generated information and knowledge to facilitate aquacultural production and management systems based on best management practices that are environmentally safe; and to teach private pond owners how to manage their ponds in a manner that will meet their recreational objectives. This program area also includes the Alabama Sea Grant Program, which focuses on marine resources and coastal issues. The subject areas covered in this Priority Program Area include genetics, reproduction, nutrition, disease and health issues, economics and all types of regulatory issues. Also included are both commercial production of all types of aquatic species (catfish, tilapia, shrimp, oysters, etc.) and non-commercial management of recreation fish species as well as educational programs related to water quality and nutrient and waste management.

4. Family and Child Development
The mission of this program area is to strengthen families by teaching all family members, but especially parents, how to apply research-generated information and knowledge to improve the quality of their lives and family relationships. This Priority Program Areas also includes the Extension Cares ... for America's Children and Youth national program initiative and the Urban Family Development program. This area is also focused on educational programs in the areas of early childhood and adolescent development, parent education and parenting skills, divorce related family issues, child care provider training, and several other related areas.

5. Community Resource Development

The mission of this program area is to improve the long-term well-being of communities. The CRD Program provides research-based and experience-based education and facilitation for community groups. This area of specialization is also part of the Leadership and Volunteer Development and the Workforce Preparation national base program areas as well as the Urban Workforce Development program and the Urban Community and Economic Development Fundraising Management program. Team members will be involved in educational programs in the areas of leadership, economic development, early childhood and adolescent development, and several other related areas. This team will meet several times annually and will develop the strategic plan for Community Resource Development. The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects. Team members may also be involved in working with 4-H'ers in community development, citizenship, and leadership programs.

6. Consumer Science and Personal Financial Management

The mission of this program area is to teach adults how to manage their financial resources wisely and to make wise consumer decisions regarding purchases, debt management, investments, and estate management. This Priority Program Area includes educational programs in the areas of Individual and Family Financial Management Programs, as well as programs addressing estate planning and legal matters such as the urban Legal-ease program and urban programs on increasing access to and use of technology.

7. Farm Management and Agricultural EnterpriseAnalysis

The mission of this program area is to teach private farm owners and managers how to apply research-generated information and knowledge to better manage their farms and agri-businesses. The subject areas covered in this Priority Program Area include farm/business management principles, financial management (to include income statements, balance sheets, and cash flow analysis), risk management, marketing risk management (to include commodity marketing, supply and demand factors, hedging and futures trading, and marketing tools), production risk management (to include crop insurance, use of technology, land leasing, etc.), managing human resources, estate planning, farm liability, legal issues, and debt management. One of the primary focuses of this program is working with the farm analysis associations and the regional Agents working in this area may also serve as field men for the farm analysis associations.

8. Food Safety, Preparation and Preservation

The mission of this program area is to ensure a safe and high quality food supply, to educate the general public on how to avoid food-borne diseases and to educate food handlers and processors on how to apply research-generated information and knowledge to ensure safe food products. This Priority Program Area also includes the Food Safety and Quality national initiative as well as educational programs in the areas of safe food handling and safe home food preservation.

9. Forestry, Wildlife and Natural Resource Management

The mission of this program area is to teach private landowners and the general public how to apply research-generated information, and knowledge to enhance and improve their forestry, wildlife and natural resources production and management systems based on best management practices that are environmentally safe and sustainable. The subject areas covered in this Priority Program Area include forestry, urban forestry, silviculture, land management, wildlife management, forest resource economics, agroforestry, environmental issues, water issues, endangered species, invasive plant issues, conflict management/resolution, rural/urban interfaces, public policy and all types of regulatory issues. This Area contains education programs for commercial loggers, as well as the Treasure Forest Program, the Master Wildlife Manager Program, the Sustainable Forestry Initiative, the Urban and Community Forestry Partnership, the urban program on Human Dimensions of Urban Forestry, the Urban Environmental and Water Quality program, and numerous other forestry, wildlife and natural resources programs. This Area is also focused on the provision of information to farmers and homeowners on wildlife pests, working with private and commercial hunting clubs on wildlife management, and involvement in educational programs in the areas of water quality and nutrient and waste management.

10. Commercial Horticulture

The mission of this program area is to teach horticultural producers how to apply research-generated information and knowledge to sustain commercial horticultural production using best management practices that are environmentally safe. The subject areas covered include soils and fertility, land preparation, tillage systems and equipment, irrigation systems, variety and cultivar selection, harvesting and handling, pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management), farm safety, biotechnology, best management practices and regulatory practices for all types of commercial horticultural crops. This Priority Program Area is also involved in educational programs related to commercial fruit,

nut and vegetable production, ornamental horticulture, landscape plant production, turf production, water quality and nutrient and waste management.

11. Home Grounds, Gardens and Home Pests

The mission of this program area is to teach private homeowners and gardeners how to apply research-generated information and knowledge to resolve problems that they encounter in their homes, lawns and gardens, not only to improve their individual enjoyment of the immediate environment in which they live, but also to provide a safe environment for everyone through the wise and correct use of fertilizers, insecticides, herbicides and other chemicals. The subject areas covered include soils and fertility, irrigation systems, variety and cultivar selection, harvesting and handling, pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management). Also involved are educational programs in the areas of non-commercial fruit, nut and vegetable production, ornamental horticulture, landscape plant production, turf production, water quality and waste management. The primary educational programs in this Priority Program Area are the Master Gardener program and the Urban Horticulture program.

12. Human Nutrition, Diet and Health

The mission of this Priority Program Area is to teach people how to apply research-generated information and knowledge to ensure healthy lifestyles based on sound nutritional information and proper exercise. This area of specialization also includes the Healthy People...Healthy Communities national initiative and the Metropolitan Health and Nutrition program. Also involved are specially funded educational programs in the areas of nutrition (to include both the special federally-funded Expanded Food and Nutrition Education Program and the grant-funded Nutrition Education Program for food stamp recipients), and all areas of health (to include diabetes, obesity, and cancer).

13. 4-H and Youth Development

The mission of the 4-H and Youth Development Program is to create supportive environments in which culturally diverse youth can reach their fullest potential and develop into productive and contributing members of society. A major focus of the 4-H and Youth Development program is to recruit, train and manage adult leaders to work with out-of-school and community 4-H clubs and special events. Also involved are school-based educational and enrichment programs using national and state-approved educational curricula in Citizenship and Civic Education , Communications and Expressive Arts , Consumer and Family Sciences , Environmental Education and Earth Sciences , Healthy Lifestyle Education , Personal Development and Leadership , Plants and Animals , and Science and Technology . All of these areas are supported by the National Juried Experiential Learning 4-H Youth Development Curricula. In addition to the national curricula, there are other curricula developed specifically for Alabama. Team members will also be involved in a wide variety of regional and state 4-H activities to include activities leading up to and including the State 4-H Congress, as well as many national 4-H activities such as Citizenship Washington Focus, National 4-H Congress, and many other activities. Team members are also expected to fully support and participate in programs and activities at the Alabama 4-H Center to include the 4-H summer camping program and the environmental education programs.

14. Poultry

The mission of the program area is to support commercial poultry companies and poultry farmers in producing safe and economical poultry products for the State, Nation and World.In addition, this program provides written information, advice and husbandry training to small flock owners and consumers regarding poultry husbandry and food safety issues.Support of the commercial poultry industry is delivered through industry and farmer seminars, printed materials (both extension-related and popular press), practical results demonstrations and on-site visits.Efforts are produced in the areas of waste management, poultry live production, housing and equipment, poultry processing, economics and health.

An analysis of the Priority Program Areas revealed that 11 of the 14 programs account for over 95% of the total program delivery FTEs within the Alabama Cooperative Extension System. Therefore, the following Priority Program Areas will serve as the programmatic basis for the FY2009-2013 CSREES Plan of Work.

•Human Nutrition, Diet and Health (includes EFNEP and NEP)   •4-H and Youth Development   •Home Grounds, Gardens and Home Pests   •Forestry, Wildlife and Natural Resource Management   •Animal Science and Forages   •Community Resource Development   •Family and Child Development   •Agronomic Crops   •Consumer Science and Personal Financial Management   •Food Safety, Preparation and Preservation   •Commercial Horticulture

As described above, each Priority Program Area has a subset of Extension Team Projects which serve as the primary program delivery mechanism and tool for the generation of measurable program impacts and outcomes. The following illustrates the programmatic relationship between each Priority Program Area and the (current) Extension Team Projects.

•Agronomic Crops   •Alabama Row Crop Educational and Profitability Program   •Geospatial Technologies   •Peanut Management for Alabama Producers to Enhance Profit.   •Global Competitiveness in Alabama Agriculture

•Animal Science and Forages   •Dogs as Companion Animals   •Sheep and Goat Production Systems   •Beef Cattle Performance Programs to Enhance Profitability   •Alabama Meat Animal Quality Assurance Program   •Alabama Regional Equine Information Network (REIN)   •Alabama Master Cattle Producer Training Program   •Environmental Management Systems Precursor - Providing AFO and CAFO Manure and Environmental Management Education.   •Lowering Somatic Cell Counts in Dairy Cattle to improve Milk Quality   •National Animal Identification Educational Program

•Family and Child Development   •BEE/Sponsored Parent Home Visitation   •Child Care Provider Education   •Family Development Credential Training   •Grand" RAPP Grandparents and Relatives as Parents Program   •Successful Aging Initiative   •Building Parent and Youth Assets   •Strengthening Relationships and Marriages   •Parenting in Nontraditional and Under Served Urban Families Program   •Parenting Children and Adolescents

•Community Resource Development   •Alabama Radon Education Program   •Cooperatives, Small Business and Entrepreneurship Development   •Workforce and Economic Development   •Leadership & Economic Development

•Consumer Science and Personal Financial Management   •What it Takes to Start a Business   •Employment and Career Development   •Family Financial Security and Consumer Education   •Urban Family Financial Security and Consumer Education

•Food Safety, Preparation and Preservation   •Food Safety Training for Food Service Workers   •HomeFood Preservation   •Food Processing and Entrepreneurial Food Businesses

•Forestry, Wildlife and Natural Resource Management   •Saving Towns Through Asset Revitalization (STAR)   •Wildlife Management   •Increasing AlabamaForest Productivity   •Natural Resource Program   •Forestry, Wildlife, and Natural Resource REA Training   •Urban and Community Forestry

•Home Grounds, Gardens and Home Pests   •Urban Horticulture Program   •Community Gardening   •Horticulture Therapy   •Horticulture Programs for Youth and Adults in Detention/Attention Facilities   •Habitat for Humanity   •Urban Environmental Horticulture   •Urban Nontraditional Commercial Horticulture Program   •Beekeeping   •Vermiculture   •New and Non Traditional Urban Horticultural Enterprises   •Sustainable Management of Imported Fire Ants   •Integrated Subterranean Termite Management   •Alabama Master Gardener Program   •Pesticide Applicator Training (PAT)   •Home Horticulture Hotline   •Yard and Garden 101

•Human Nutrition, Diet and Health (includes EFNEP and NEP)   •Arthritis and Osteoporosis Prevention and Control   •Cancer Prevention and Control Education   •Cardiovascular Health Awareness   •Diabetes and Obesity Prevention and Control   •EFNEP   •Environmental Health   •Metropolitan Health, Nutrition and Wellness.   •Nutrition Education Program (NEP)   •Urban Nutrition Education Program (UNEP)   •HealthyFamilies, Healthy Communities

•4-H and Youth Development   •4-H T.G.I.F.(Teens Getting Involved for the Future)   •4-H Leadership, Citizenship, and Communications   •4-H Family and Consumer Science   •Tapping At Postsecondary Schools: Student Volunteers (TAPS)   •Youth Leadership Development   •Classroom in the Forest: Forest in the Classroom™   •Alabama Junior Master Gardener Program   •After school Programs in 4-H   •4-H Natural Resources & Environmental Education (NREE).   •4-H Youth Animal Science   •4-H Programs for Military Youth   •Community Learning Partnerships   •Science and Technology Literacy in 4-H   •Just Move Alabama   •4-H Volunteerism   •Commercial Horticulture   •Alabama Certified Landscape Professional (ACLP) Training and Testing

For a wealth of additional information please visit the Alabama Cooperative Extension System website: http://www.aces.edu/ Throughout this Plan of Work reference has ben made to Priority Program Areas, Extension Team Projects, and other items contained in the Alabama Cooperative Extension System 'intranet'.A 'guest' account has been provided for the USDA-CSREES 'liaisons' that will afford access to all such referenced materials.

Estimated Number of Professional FTEs/SYs total in the State.

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	293.0	30.5	0.0	0.0
2010	293.0	30.5	0.0	0.0
2011	293.0	30.5	0.0	0.0
2012	293.0	30.5	0.0	0.0
2013	293.0	30.5	0.0	0.0

II. Merit Review Process

1. The Merit Review Process that will be Employed during the 5-Year POW Cycle

● Combined External and Internal University External Non-University Panel

2. Brief Explanation

PROGRAM REVIEW PROCESS

The review process for the Alabama Cooperative Extension System's FY2008-20112 Plan of Work includes several phases, which will continue yearly for the duration of the Plan.The first phase of review is conducted by the Co-Chairs of the Priority Program Areas (PPA).Each of PPA Co-Chairs reviewed their respective programs to ensure that they accurately represented and addressed critical needs of Alabama residents.In addition, each PPA team completed a through reexamination of the Extension Team Projects (ETP) associated with each of PPAs.

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

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

● Consistency with System / University missions

● The inclusion of approved PPAs (and related ETPs),

● The adequacy of fiscal / human resource allocations needed for successful implementation of included programs,

● The capacity to offer educational services to a broad spectrum of Alabama residents, rural / urban, and across diverse

demographic parameters,

- The degree to which the Plan adequately reflected the consideration and inclusion of stakeholder and advisory inputs.

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

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

III. Evaluation of Multis & Joint Activities

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

The educational programs conducted by the Alabama Cooperative Extension System were not created in a vacuum. Traditionally the Alabama Cooperative Extension System has had a very comprehensive stakeholder input process.The foundation of this process has been the statewide network of sixty-seven County Extension Advisory Boards (CEABs) and the hundreds of county and state-level program advisory committees.

However, due to the changing environment in which the Alabama Cooperative Extension System now conducts its business and the related System restructuring and associated loss of human capital resources and static or decreasing fiscal resources it was deemed prudent that we seek to modify our advisory system to better fit our new way of doing business.The Southern Region developed SEAL-- Strengthening Extension Advisory Leaders—training has been conducted for System administrators, specialists and agents.SEAL is designed to provide curriculum to not only train Extension staff in how to better utilize their leaders, it also provides curriculum to help these leaders learn how to more effectively serve in their respective roles.The implementation of SEAL in the Alabama seeks to address the following:

- Who will be involved?
- How will they be structured?
- What are the requirements?
- When will we begin?
- How will we report input?

The revised process will see a three tier advisory structure.The county level will be led by County Agent Coordinators; the regional advisory groups will be led by Regional Extension Agents and the statewide advisory groups will be led by Priority Program Team Coordinators.

CountyExtension Coordinators will lead County Extension Advisory Leader Councils which will focus on Advocacy for Extension, Volunteerism, and Community Development.Regional Extension Agents will lead Regional Extension Advisory Leader Councils which will   have a programmatic focus.The Priority Program Area Team Coordinators will be responsible for getting grassroots program-related input through statewide Extension Advisory Leader Councils, commodity groups, listening sessions with stakeholders and the general public, and from reports generated by Regional Extension Agents and County Agent Coordinators.Specialists, Priority Program Area Team Coordinators, and Administrators will provide relevant information to councils, analyze input and adjust priorities / programs accordingly.

County and Regional Extension Advisory Leader Councils will have ten to fifteen members from different parts of the county/region, be representative of the different socio-economic levels within the community, encompass the ethnic diversity of the area, and members will rotate off every 3 years.

In addition, the Alabama Cooperative Extension System has modified the Stakeholder input section of this template and will require that each specialist / agent complete the form each year to more precisely define their relationship with stakeholders and how such input affects the nature and composition of their programs.

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

All planed programs contained in the Alabama Cooperative Extension System's FY2008-2012 Plan of Work are developed within the context of educational service delivery to all residents of Alabama who may benefit from the information or service.This commitment is without regard to any personal characteristics, to include age, ethnic origin, gender, religion, sexual orientation, or geographic location.

Given the above (also reference the stakeholder input sections of this Plan of Work) it should be noted that the perspective of all segments of the Alabama population are included, as appropriate, in the program development process.As a part of the program development process, each of the System Extension Team Projects, which serve as the grass roots program delivery mechanism, detail the intended audience(s) for the given System program.As a part of the review process, before approval of a given Extension Team Project, the respective Assistant Directors are charged with ensuring that the intended audience(s) for each Project includes the spectrum of potential recipients.

The System, does however, have programs, or program components, designed to target specific audiences, to include under-served and under-represented segments of the Alabama population.For example, in recognition of the rapidly increasing Hispanic populations in Alabama, many of the System publications are now available in Spanish while other programs specifically target the Spanish speaking residents.Other System programs target 'at risk' youth, low income urban residents, small and minority farm producers, and the elderly.

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

The real impacts and outcomes of System programming are derived from the performance of the System's Priority Program Area Teams and the related Extension Team Projects.The Alabama Cooperative Extension System 'Priority Program Areas' and related 'Extension Team Projects' serve as the central programming focus.Each of the Priority Program Areas generates the primary program implementation tool for the System—a set of Extension Team Projects.An Extension Team Project is defined as a combination of clearly related, preplanned educational activities which occur over a specified period of time (usually several years), and geographic area (usually statewide) and which involve several Extension-funded employees working together to accomplish specific, highly-focused, measurable results.It is at this level of Extension programming that the necessity for, and inclusion of, outcome and impact statements are paramount.The Extension Team Projects are, by definition and construction, designed to be an elite subset of Alabama Cooperative Extension System programs inherently capable of producing quantifiable measures of System educational productivity.

Similar emphasis is placed on many 'specially funded' System programs, many of which come with their unique measurement tools.These programs include special CSREES funded programs such as NEP, EFNEP, IPM, and RREA as well as programs funded partially or in whole by grants, contracts, or other extramural sources of funds.

The ability to answer the question 'So What?' is a driving force in the Alabama Cooperative Extension System program planning / planning development process.All levels of Extension administration continually issue the challenge to first, insure that expected outcomes and impacts are clearly evident in program design, and second, that if not realized, the programs will undergo such modifications as needed to increase the potential for achievement of desired outcomes and impacts.As such, ALL included Planned Programs in the FY2007-2011 Plan of Work have been closely scrutinized to ensure that the related Extension Team Projects include provisions to obtain measurable impact and outcome data.

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

As discussed in the Overview Statement, the Alabama Cooperative Extension System has been forced to deal with a host of internal and external factors, many of which have generated serious impacts on how the System conducts its' business.To effectively and efficiently confront the internal and external factors impacting the System, major changes were implemented in how both fiscal and human resources are allocated.These changes have greatly altered the manner in which the Alabama Cooperative Extension System provides educational services to it's' publics as well as internally to Extension professionals.

In order to pragmatically address the effects of internal and external factors and yet continue the tradition of the provision of educational programs of excellence to Alabama residents a major restructuring was necessitated.Fundamental to this restructuring effort was a shift from a 'county based' programming focus to a 'regional' orientation—that is, a transition from single-county based agents to teams of educators serving multi-county regions. However, with fewer employees working across larger multi-county geographic regions, the methodology for the provision of educational services to the public has, of necessity, also changed. The primary emphasis is now on regional educational programs and group activities that allow the System to provide educational services to a maximum number of residents within the constraints of limited human and fiscal resources.

Again, the System's Priority Program Areas and associated Extension Team Projects are central to this effort.Employing the regional programming philosophy coupled with a commitment to optimal utilization of technological advances all Planned Programs in this Plan of Work will realize much improved efficiency and effectiveness.In addition, the System as a whole is better postured to provide a more focused, critical issue oriented, set of educational programs, albeit with constant or shrinking fiscal resources and a much smaller human capital base.Economies of scale are readily evident via the application of regional and commodity/issue specific advisory councils; the 'team' approach to program design, implementation, delivery, and evaluation; greater dependence on technologically generated program delivery, to include web-based on-demand learning protocols and simultaneous, multiple site application of educational outreach; greater dependence on technology and distance education for in-service training; and efficiencies and enhanced effectiveness gained from an increased emphasis on multistate, multidisciplinary, integrated research and Extension, and inter-institutional programming efforts.Related efficiencies will be derived from innovations such as 'print on demand' publications available from county offices or which may be obtained by clientele online, and from eXtension and the related Communities of Practice which allows for the aggregation of expertise from multiple sources while also allowing clientele to obtain state specific information to address their problems.

IV. Stakeholder Input

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

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

Brief explanation.

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

2(A). A brief statement of the process that 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
- Needs Assessments
- Use Internal Focus Groups
- Use External Focus Groups

Brief explanation.

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

2(B). A brief statement of the process that will be 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 individuals
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder groups
- Survey specifically with non-traditional groups
- Survey of traditional Stakeholder individuals

Brief explanation

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

3. A statement of how the input will be considered

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

Brief explanation.

Our programs are planned by 13 different priority program teams.These teams include county agents, county coordinators (directors), regional agents and state specialists.The teams receive input from the various levels of membership (county, regional, and state) based on the input from the advisory groups at each level.The teams are responsible for doing the strategic planning and operational programming planning for their specific subject-matter area based on the input received from all levels and the research being generated from the two universities involved (Alabama A & M university and Auburn University), as well as from other land-grant universities and reputable sources.Our goal is to have approximately 50% of the programming designed to be reactive to the needs identified by the stakeholders and the other 50% to be proactive programming based on new research finding that have potential for improving the quality of life for Alabama residents.We also collect data on the subject-matter areas for which we receive the most requests for information and this data is used to drive staffing decisions.

V. Planned Program Table of Content

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

V(A). Planned Program (Summary)

Program #1

1. Name of the Planned Program

4-H and Youth Development

2. Brief summary about Planned Program

     This Priority Program Area is one of the seven national base program areas for Extension, and in Alabama it includes the Urban 4-H Youth Development program as well as the Rural and Traditional 4-H and Youth Development Program.This Priority Program Area is open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension 4-H and Youth Development Team.The mission of the 4-H and Youth Development Program is to create supportive environments in which culturally diverse youth can reach their fullest potential and develop into productive and contributing members of society.A major focus of the 4-H and Youth Development program is to recruit, train and manage adult leaders to work with out-of-school and community 4-H clubs and special events.Team members may also be involved in school-based educational and enrichment programs using national and state-approved educational curricula in Citizenship and Civic Education, Communications and Expressive Arts, Consumer and Family Sciences, Environmental Education and Earth Sciences, Healthy Lifestyle Education, Personal Development and Leadership, Plants and Animals, and Science and Technology.All of these areas are supported by the National Juried Experiential Learning 4-H Youth Development Curricula.In addition to the national curricula, there are other curricula developed specifically for Alabama.Team members will also be involved in a wide variety of regional and state 4-H activities to include activities leading up to and including the State 4-H Congress, as well as many national 4-H activities such as Citizenship Washington Focus, National 4-H Congress, and many other activities.Team members are also expected to fully support and participate in programs and activities at the Alabama 4-H Center to include the 4-H summer camping program and the environmental education programs.This team will meet several times annually and will develop the strategic plan for 4-H and Youth Development.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members should have recent job experience in some area of youth development (such as prior experience as a 4-H Agent) and/or academic training in youth development or education such as early childhood development, adolescent psychology, elementary or secondary education or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   No

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Indicators of state trends relative to the well being of teens show that an increasing number of Alabama youth are experiencing negative outcomes.For example, the percentage of youth graduating from high school has declined almost 10% in the last seven years to 63%.Traditional social institutions, families, communities, schools and workplaces have changed profoundly in their structure, demands, priorities, and values.These changes have challenged the abilities of individuals and families to adapt, requiring new and improved skills in critical thinking, communication, self-awareness, and collaboration for those who would succeed in the current environment. The development of life skills in our youth is critical for their ability to become contributing members of the 21st century society.Critical thinking skills are the basis for problem-solving and the decision-making process of every responsible adult.Communication skills are central to sharing ideas, thoughts, wishes, and emotions.Self-awareness and interpersonal skills encourage and empower individuals to take responsibility for their actions, and are also the basis for the collaborative abilities that are increasingly required in the workplace.Young people need to build these personal skills in order to avoid negative outcomes and live health, productive, and satisfying lives. Youth development through educational programs is the mission of 4-H programs offered opportunities for personal development through a variety of formats, including 4-H meetings, programs, special interest clubs, projects, contests, and leadership conferences.In order to take advantage of 4-H opportunities, children, and the adults in their lives, must be aware that 4-H is available to them and know how to get involved in 4-H. Extension in Alabama has the opportunity and the responsibility to make the public aware of programming that can make a difference for the personal development of Alabama's youth. Youth are faced with many challenges, ranging from the simplest everyday problems to the pressures of society, which results in decisions that affect their health and safety.In Alabama, 15% of the state population is 10 to 19 years of age; 2/3 are white and 1/3 are non-white Alabamians.One in three Alabama children live in poverty.The dietary intake of youth is high in fat and low in fiber.Most youth eat only 3.2 servings of fruits and vegetables daily compared to the recommended number of 5.Thirty percent of Alabama's youth are obese and many are not involved in daily physical activity.Stress continues to be a problem with today's youth; only 63% of Alabama's youth receive a high school diploma.Juvenile violet crime is increasing, as well as teen pregnancy.18.6% of the births are to teenage mothers.The suicide rate among Alabama teens ages 15 to 19 has risen from a low of 7.3 deaths per 100,000 teens in 1986 to a rate of 13.5 deaths per 100,000 teens.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. 4-H and Youth Development will continue to be an important component of the CSREES and an important area within future Farm Bills.

2. There will continue to be new research-based information in the area of Youth Development from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to create supportive environments in which culturally diverse youth can reach their fullest potential and develop into productive and contributing members of society.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	47.0	32.2	0.0	0.0
2010	47.0	32.2	0.0	0.0
2011	47.0	32.2	0.0	0.0
2012	47.0	32.0	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 14 statewide Extension Team Projects.These are:

ETP22A - 4-H T.G.I.F. (Teens Getting Involved for the Future)
ETP22B - 4-H Leadership, Citizenship, and Communications
ETP22C - 4-H Family and Consumer Science
ETP22D - Tapping At Postsecondary Schools: Student Volunteers (TAPS) - U&NNTP
ETP22E - Youth Leadership Development - U&NNTP
ETP22F - Classroom in the Forest: Forest in the Classroom
ETP22G - Alabama Junior Master Gardener Program
ETP22H - Afterschool Programs in 4-H
ETP22I - 4-H Natural Resources & Environmental Education (NREE).
ETP22L - 4-H Youth Animal Science
ETP22M - 4-H Programs for Military Youth
ETP22N - Community Learning Partnerships
ETP22S - Science and Technology Literacy in 4-H
ETP22T - Just Move Alabama

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
• Education Class • Other 1 (Web Conferencing) • Group Discussion • Workshop • One-on-One Intervention • Demonstrations	• Newsletters • Web sites

3. Description of targeted audience

The primary target audience is youth between the ages of 5 and 19 years old and adult volunteer leaders who work with these youth.

V(G). Planned Program (Outputs)

1. 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**
2009	100000	300000	250000	500000
2010	100000	300000	250000	500000
2011	100000	300000	250000	500000
2012	100000	300000	250000	500000
2013	0	0	0	0

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

Expected Patent Applications

2009 :0   **2010** :0   **2011** : 0   **2012** :0   **2013** : 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

• This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these

outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

2009 :14   **2010 :**14   **2011 :**14   **2012 :**14   **2013 :**0

V(I). State Defined Outcome

O. No	Outcome Name
1	A major outcome measure for 4-H and Youth Development for the 2007 – 2011 program cycle will be the growth in the number of registered and screened volunteer leaders.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

2009 :1500	**2010 :** 1800	**2011 :** 2000	**2012** 2000	**2013 :**0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 724 - Healthy Lifestyle

● 802 - Human Development and Family Well-Being

● 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

● 806 - Youth Development

Outcome #2

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

2009 :40	**2010 :** 45	**2011 :** 45	**2012 :**45	**2013 :**0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 724 - Healthy Lifestyle

● 802 - Human Development and Family Well-Being

● 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

● 806 - Youth Development

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

   Very few external factors will affect our work in 4-H and youth development.The biggest external factor affecting our programs in this are funding constraints—especially local and county funding.

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

1. Evaluation Studies Planned

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

Description

4-H and youth development includes many different activities and projects.Each of these has it's own specific evaluation methods.The evaluation methods for Extension Team Project (ETP) within 4-H and youth development is explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

2. Data Collection Methods

- On-Site
- Observation

Description

4-H and youth development includes many different activities and projects.Each of these has it's own specific data collection methods.The data collection methods and requirementsfor Extension Team Project (ETP) within 4-H and youth development are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

Program #2

1. Name of the Planned Program

Human Nutrition, Diet, and Health

2. Brief summary about Planned Program

     This Priority Program Area is part of the national Nutrition, Diet and Health base program area andis open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Human Nutrition, Diet and Health Team.The mission of this program area is to teach people how to apply research-generated information and knowledge to ensure healthy lifestyles based on sound nutritional information and proper exercise.This area of specialization also includes the Healthy People...Healthy Communities national initiative and the Metropolitan Health and Nutrition program.Team membersmay also be involved in specially funded educational programs in the areas of nutrition (to include both the special federally-funded Expanded Food and Nutrition Education Program and the grant-funded Nutrition Education Program for food stamp recipients), and all areas of health (to include diabetes, obesity, and cancer).This team will meet several times annually and will develop the strategic plan for Nutrition, Diet and Health.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in the areas of nutrition and health.Team members should have academic training and/or recent job experience in human nutrition, health or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Five of the 10 leading causes of death are associated with diet coronary heart disease, some types of cancer, stroke, diabetes mellitus, and atherosclerosis.Half of Alabamians will die of heart and blood vessel diseases; one-third will die of cancer.In addition, one out of four has high blood pressure and diabetes that is sharply on the rise.Although obesity is a risk factor for all leading causes of death in Alabama, high blood cholesterol and high blood pressure are also risk factors.Poor diet and physical inactivity are the two primary reasons why the percentage of people who are physically inactive is almost twice the national average.Proper nutrition is important during all phases of the lifecycle-from the very young to the senior citizen.Nutritional adequacy is imperative to the 18% of Alabamians living below the federally defined poverty level.This major program area will encompass issues of nutrition and chronic disease, changing lifestyle behaviors such as physical activity, weight management, and nutrition throughout the lifecycle with special interest targeting limited resource audiences. In keeping with the mission and goals of the national Healthy People Healthy Communities Initiative, Alabama's health major program area has three broad goals: to educate and empower individuals and families to adopt healthy behaviors and lifestyles, to educate consumers so they can make informed healthcare decisions, and build community capacity to improve health.Working in partnerships with state and local government agencies, professional and civic organizations, businesses, and health care and public health professionals and institutions, Extension will make unique educational and community development organizing contributions involving urban and rural, moderate and limited resource individuals, families, and communities.This program area will encompass issues of chronic disease prevention and control; community based health promotion; county health council/coalition formation, maintenance and expansion; health care access; economics of health care infrastructures; health literacy, mental health, environmental health; agricultural health, maternal and child health; family health; and youth health.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Human Nutrition, Diet, and Health will continue to be an important sub-component of the Family and Consumer Sciences area within CSREES.

2. There will continue to be new research-based information in the area of Human Nutrition, Diet, and Health from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to is to teach people how to apply research-generated information and knowledge to ensure healthy lifestyles based on sound nutritional information and proper exercise.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	92.3	12.0	0.0	0.0
2010	92.3	12.0	0.0	0.0
2011	92.3	12.0	0.0	0.0
2012	92.3	12.0	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 10 statewide Extension Team Projects.These are:

ETP21A - Arthritis and Osteoporosis Prevention and Control
ETP21B - Cancer Prevention and Control Education
ETP21C - Cardiovascular Health Awareness
ETP21D - Diabetes and Obesity Prevention and Control
ETP21E - EFNEP
ETP21F - Environmental Health
ETP21H - Metropolitan Health, Nutrition and Wellness - U&NNTP
ETP21I - Nutrition Education Program (NEP)
ETP21J - Urban Nutrition Education Program (UNEP) - U&NNTP
ETP21L - Healthy Families, Healthy Communities

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
- Workshop - Demonstrations - Other 1 (Web Conferencing) - One-on-One Intervention - Group Discussion - Education Class	- Web sites - Newsletters

3. Description of targeted audience

The primary target audience is the general public.

V(G). Planned Program (Outputs)

1. 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**
2009	160000	340000	50000	100000
2010	160000	340000	50000	100000
2011	160000	340000	50000	100000
2012	160000	340000	50000	100000
2013	0	0	0	0

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

Expected Patent Applications

2009 : 0   **2010 :** 0   **2011 :** 0   **2012 :** 0   **2013 :** 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each

activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

2009 :10   **2010** :10   **2011** :10   **2012** :10   **2013** 0

V(I). State Defined Outcome

O. No	Outcome Name
1	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
2	Major outcome measures in Human Nutrition, Diet, and Health will be the decrease in diseases which are directly related to nutrition, and the decrease in the percent of obese adults and children. The yearly targets below are percentage decreases in diseases.

<u>Outcome #1</u>

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

| **2009 :**15 | **2010 :** 18 | **2011 :** 18 | **2012 :**18 | **2013 :**0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 701 - Nutrient Composition of Food

- 702 - Requirements and Function of Nutrients and Other Food Components

- 703 - Nutrition Education and Behavior

- 704 - Nutrition and Hunger in the Population

- 723 - Hazards to Human Health and Safety

- 724 - Healthy Lifestyle

- 805 - Community Institutions, Health, and Social Services

<u>Outcome #2</u>

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

| **2009 :**10 | **2010 :** 12 | **2011 :** 15 | **2012 :**15 | **2013 :**0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 701 - Nutrient Composition of Food

- 702 - Requirements and Function of Nutrients and Other Food Components

- 703 - Nutrition Education and Behavior

- 704 - Nutrition and Hunger in the Population

- 723 - Hazards to Human Health and Safety

- 724 - Healthy Lifestyle

- 805 - Community Institutions, Health, and Social Services

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

   Programs in Human Nutrition, Diet, and Health are largely affected by all of the areas checked above.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

   Human Nutrition, Diet, and Health includes many different activities and projects.Each of these has its own specific data collection methods.The data collection methods and requirements for Extension Team Project (ETP) within Human Nutrition, Diet, and Health are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

<u>**Program #3**</u>

1. Name of the Planned Program

Home Grounds, Gardening, and Home Pests

2. Brief summary about Planned Program

This Priority Program Area is part of the national Agriculture base program area and is open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization along with the Specialists who support this area will form the Extension Home Grounds, Gardens and Home Pests Team.The mission of this program area is to teach private homeowners and gardeners how to apply research-generated information and knowledge to resolve problems that they encounter in their homes, lawns and gardens, not only to improve their individual enjoyment of the immediate environment in which they live, but also to provide a safe environment for everyone through the wise and correct use of fertilizers, insecticides, herbicides and other chemicals.The subject areas covered in this area of specialization include soils and fertility, irrigation systems, variety and cultivar selection, harvesting and handling, pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management).Team members may also be involved in educational programs in the areas of non-commercial fruit, nut and vegetable production, ornamental horticulture, landscape plant production, turf production, water quality and waste management.The primary educational programs that these Agents are responsible for are the Master Gardener program and the Urban Horticulture program. This team will meet several times annually and will develop the strategic plan for Home Horticulture.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in the Junior Master Gardener program and the plant and soil sciences areas.Team members should have academic training and/or recent job experience in horticulture, plant sciences, plant pathology, entomology, weed science, or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	20%	20%		
205	Plant Management Systems	20%	20%		
206	Basic Plant Biology	20%	20%		
211	Insects, Mites, and Other Arthropods Affecting Plants	10%	10%		
212	Pathogens and Nematodes Affecting Plants	10%	10%		
213	Weeds Affecting Plants	10%	10%		
215	Biological Control of Pests Affecting Plants	10%	10%		
	Total	100%	100%		

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Each year, county offices of the Alabama Cooperative Extension System receive over 150,000 office visits and calls.The largest majority of these visits and calls are related to home grounds, gardening, and home pests.Alabama residents rely on the Alabama Cooperative Extension System as a primary source of research-based information related to home grounds, gardening, and home pests.The Master Gardener Program has become one of the most popular and recognized programs and has become a model for many other Extension programs.Home grounds, gardening, and home pests is the largest demand-driven program area within ACES.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Home Grounds, Gardening, and Home Pests will continue to be the area that generates the largest number of clientele initiated contacts within the Alabama Cooperative Extension System.

2. There will continue to be new research-based information in the areas of Home Grounds, Gardening, and Home Pests from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to teach private homeowners and gardeners how to apply research-generated information and knowledge to resolve problems that they encounter in their homes, lawns and gardens, not only to improve their individual enjoyment of the immediate environment in which they live, but also to provide a safe environment for everyone through the wise and correct use of fertilizers, insecticides, herbicides and other chemicals.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	25.9	6.3	0.0	0.0
2010	25.9	6.3	0.0	0.0
2011	25.9	6.3	0.0	0.0
2012	25.9	6.3	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 19 statewide Extension Team Projects.These are:

ETP20A1 - Community Gardening - Urban Horticulture Program - U&NNTP
ETP20A2 - Horticulture Therapy - Urban Horticulture Program - U&NNTP
ETP20A3 - Horticulture Programs for Youth and Adults in Detention/Attention Facilities - Urban Horticulture Program - U&NNTP
ETP20A4 - Habitat for Humanity - Urban Horticulture Program - U&NNTP
ETP20A5 - Urban Environmental Horticulture - Urban Horticulture Program - U&NNTP
ETP20B1 - Beekeeping - Urban Nontraditional Commercial Horticulture Program - U&NNTP
ETP20B2 - Vermiculture - Urban Nontraditional Commercial Horticulture Program - U&NNTP
ETP20B3 - New and Non Traditional Urban Horticultural Enterprises - Urban Nontraditional Commercial Horticulture Program - U&NNTP
ETP20C - Bait-based fire ant management demonstration - Rural and Traditional
ETP20C1 - Bait-based fire ant management demonstration - Urban and Non-traditional
ETP20C2 - Multi-county workshops and exhibits on fire ants - Urban and Non-Traditional
ETP20C3 - Multi-county workshops and exhibits on fire ants - Rural and Traditional
ETP20C4 - Biological control of fire ants - Rural and Traditional
ETP20C5 - Imported fire ant eXtension Community of Practice - Rural and Traditional, Urban and Non-Traditional
ETP20D - Integrated Subterranean Termite Management (with 3 sub-projects for home ground, urban forestry, and commercial horticulture)
ETP20E - Alabama Master Gardener Program
ETP20F - Pesticide Applicator Training (PAT)
ETP20G - Home Horticulture Hotline
ETP20H - Yard and Garden 101

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
- One-on-One Intervention - Workshop - Education Class - Group Discussion - Demonstrations - Other 1 (Web Conferencing)	- Web sites - Newsletters

3. Description of targeted audience

> The primary target audience is homeowners and gardeners.

V(G). Planned Program (Outputs)

1. 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
2009	55000	600000	20000	200000
2010	55000	600000	20000	200000
2011	55000	600000	20000	200000
2012	55000	600000	20000	200000
2013	0	0	0	0

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

Expected Patent Applications

2009 :0   **2010** :0   **2011** : 0   **2012** :0   **2013** : 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each

activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

2009 8   **2010** 8   **2011** 8   **2012** 8   **2013** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

2009 : 8	**2010** : 9	**2011** : 10	**2012** : 10	**2013** : 0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 102 - Soil, Plant, Water, Nutrient Relationships

● 205 - Plant Management Systems

● 206 - Basic Plant Biology

● 211 - Insects, Mites, and Other Arthropods Affecting Plants

● 212 - Pathogens and Nematodes Affecting Plants

● 213 - Weeds Affecting Plants

● 215 - Biological Control of Pests Affecting Plants

Outcome #2

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

2009 : 25	**2010** : 30	**2011** : 30	**2012** : 30	**2013** : 0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 102 - Soil, Plant, Water, Nutrient Relationships

● 205 - Plant Management Systems

● 206 - Basic Plant Biology

● 211 - Insects, Mites, and Other Arthropods Affecting Plants

● 212 - Pathogens and Nematodes Affecting Plants

- 213 - Weeds Affecting Plants

- 215 - Biological Control of Pests Affecting Plants

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

Programs in Home Grounds, Gardening, and Home Pests are largely affected by the economy and by natural disasters.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

Home Grounds, Gardening, and Home Pests includes many different activities and projects.Each of these has its own specific data collection methods.The data collection methods and requirements for Extension Team Project (ETP) within Home Grounds, Gardening, and Home Pests are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

Program #4

1. Name of the Planned Program

Forestry, Wildlife, and Natural Resources

2. Brief summary about Planned Program

This Program Priority Area is part of the national Natural Resources and Environmental Management base program area and is open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Forestry, Wildlife and Natural Resources Team.The mission of this program area is to teach private landowners and the general public how to apply research-generated information, and knowledge to enhance and improve their forestry, wildlife and natural resources production and management systems based on best management practices that are environmentally safe and sustainable. The subject areas covered in this area of specialization include forestry, urban forestry, silviculture, land management, wildlife management, forest resource economics, agroforestry, environmental issues, water issues, endangered species, invasive plant issues, conflict management/resolution, rural/urban interfaces, public policy and all types of regulatory issues. This area of specialization also includes education programs for commercial loggers, as well as the Treasure Forest Program, the Master Wildlife Manager Program, the Sustainable Forestry Initiative, the Urban and Community Forestry Partnership, the urban program on Human Dimensions of Urban Forestry, the Urban Environmental and Water Quality program, and numerous other forestry, wildlife and natural resources programs.Team members may also provide information to farmers and homeowners on wildlife pests, work with private and commercial hunting clubs on wildlife management, and be involved in educational programs in the areas of water quality and nutrient and waste management.This team will meet several times annually and will develop the strategic plan for Forestry, Wildlife and Natural Resources.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in the wildlife, environmental stewardship, and forestry areas.Team members should have academic training and/or recent job experience in forestry, wildlife management, environmental education, biology or some other closely aligned area.

3. Program existence :   Mature (More then five years)

' 4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

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	10%	10%		
125	Agroforestry	10%	10%		
134	Outdoor Recreation	25%	25%		
135	Aquatic and Terrestrial Wildlife	15%	15%		
136	Conservation of Biological Diversity	10%	10%		
	Total	100%	100%		

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Alabama is over 72% forested, and has the third largest commercial forest in the nation.These forests provide raw material for the state's largest industry, habitat for a variety of wildlife, recreation for many Alabamians, and an environmental buffer to ameliorate many human activities. Over 71% of this land is owned by 214,000 non-industrial, private forest owners.Most of these owners have little knowledge of the intricacies of managing this natural resource.To be a good steward of the land a landowner should have the knowledge to manage their resource in an economic and environmentally acceptable manner. Timber products harvested from Alabama's forestlands provide the raw materials demanded by the forestry industry.In 1995 the value of delivered timber products at the first point of delivery exceeded $1.4 billion.Approximately $835 million of the delivered value was returned to the landowner in the form of stumpage.Based on value at the first point of deliver, timber products were the leading commodities in 37 of Alabama's counties and the value of timber products exceed the combined value of all other commodities in 28 counties. The forest products industry is Alabama's largest manufacturing industry.There are more than 1,100 forest products manufacturing operations in Alabama which product $18.2 billion worth of manufactured goods annually These business operations employ approximately 70,000 Alabamians, and indirectly account for another 100,000 jobs.Interest in wildlife is greater today than it ever has been.Hunting has traditionally been the focus of wildlife interests.Hunting and hunting related activities in Alabama account for over $750,000,000 in expenditures each year. Raw material for the forest products industry is provided almost entirely by independent contract logging contractors.There are approximately 1750 contractors with 6600 logging employees in the state of Alabama.These contractors have very few non-biased sources of educational information and training.The logging industry has repeatedly been listed as the most dangerous occupation based on fatalities per 100,000 workers and severity of injuries.The investment required to be efficient and competitive in the logging business requires that contractors invest $500,000 to $2,000,000 in equipment.This requires a greater knowledge of business management than required by loggers in the past.Logging costs are usually 30-50 percent of the values of delivered raw materials to the mill.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Forestry, Wildlife, and Natural Resources will continue to be an important components of Alabama's economy, and important areas within future Farm Bills.

2. There will continue to be new research-based information in the areas of Forestry, Wildlife, and Natural Resources from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to teach private landowners and the general public how to apply research-generated information, and knowledge to enhance and improve their forestry, wildlife and natural resources production and management systems based on best management practices that are environmentally safe and sustainable.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	1890	1862	1890
2009	20.7	4.3	0.0	0.0
2010	20.7	4.3	0.0	0.0
2011	20.7	4.3	0.0	0.0
2012	20.7	4.3	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

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

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

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
- Other 1 (Web Conferencing) - Education Class - One-on-One Intervention - Group Discussion - Demonstrations - Workshop	- Web sites - Newsletters

3. Description of targeted audience

The primary target audiences are private forest landowners, professional foresters, timber harvesters, and the portion of the general public who are wildlife enthusiast.

V(G). Planned Program (Outputs)

1. 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**
2009	45000	162000	23000	83000
2010	45000	162000	23000	83000
2011	45000	162000	23000	83000
2012	45000	162000	23000	83000
2013	0	0	0	0

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

Expected Patent Applications

2009 : 0   **2010** : 0   **2011** : 0   **2012** : 0   **2013** : 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these

outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

2009 6   **2010** 6   **2011** :6   **2012** 6   **2013** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

2009 : 40	**2010 :** 50	**2011 :** 67	**2012 :** 67	**2013 :** 0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 123 - Management and Sustainability of Forest Resources

- 124 - Urban Forestry

- 125 - Agroforestry

- 134 - Outdoor Recreation

- 135 - Aquatic and Terrestrial Wildlife

- 136 - Conservation of Biological Diversity

Outcome #2

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

2009 : 15	**2010 :** 18	**2011 :** 20	**2012 :** 20	**2013 :** 0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 123 - Management and Sustainability of Forest Resources

- 124 - Urban Forestry

- 125 - Agroforestry

- 134 - Outdoor Recreation

- 135 - Aquatic and Terrestrial Wildlife

- 136 - Conservation of Biological Diversity

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

   Programs in Forestry, Wildlife, and Natural Resources are largely affected by the farm bill and by natural disasters.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

Forestry, Wildlife, and Natural Resources includes many different activities and projects.Each of these has its own specific data collection methods.The data collection methods and requirements for Extension Team Project (ETP) within Forestry, Wildlife, and Natural Resources are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

Program #5

1. Name of the Planned Program

Food Safety, Preparation, and Preservation

2. Brief summary about Planned Program

This Priority Program Area is part of the national Nutrition, Diet and Health base program area andis open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Food Safety, Preparation and Preservation Team.The mission of this program area is to ensure a safe and high quality food supply, to educate the general public on how to avoid food-borne diseases, and to educate food handlers and processors on how to apply research-generated information and knowledge to ensure safe food products. This area of specialization also includes the Food Safety and Quality national initiative.Team members working in this area will also be involved in educational programs in the areas of safe food handling and safe home food preservation.This team will meet several times annually and will develop the strategic plan for Food Safety, Preparation and Preservation.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in food safety, preparation and preservation programs.Team members should have academic training and/or recent job experience in food safety, human nutrition, food technology or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Foodbourne illnesses from pathogens are estimated in the millions, with those resulting in death around 3,200.In a 1999 study by Mead et al., Salmonella, Listeria and Toxoplasma were estimated to be responsible for 1,500 deaths each year, while numerous other pathogens are responsible for the remaining 1,700 deaths.Listeria monocytogenes is a gram-positive bacterium but does not form spores.The organism is found widely in nature as well as in homes and in the food-processing environment.Listeria has been found in humans and animals that were not ill with listeriosis.The animals that were found to be carriers were not only mammals but also, fish and birds.The organism Listeria monocytogenes is quite hardy and resistant to severe drying, heating and freezing.Listeria is also known to multiply at refrigerated temperatures of 40 degrees F and studies have shown that it will continue to multiply slowly to temperatures below 25 degrees F.Most other pathogenic organisms do not multiply at refrigerated temperatures although they do survive to start to grow as soon as they are taken out of refrigerated temperatures.As recent as July 1, 2001, there was a recall of Bratwurst for possible Listeria contamination.Although the Food Safety and Inspection Service have not received any reports of illness from this outbreak, the threat remains.Recalls of ready-to-eat foods contaminated with Listeria monocytogenes are second only to the recalls of E.coli 0157:H7.In the last six months of 2001 alone, there were a dozen recalls of ready-to-eat foods with possible Listeria contamination.Although meat products have been recalled more frequently for E.coli 0157:H7, these recalls were for uncooked ground beef.The good news for the consumer is that if this contaminated meat did get to their homes and it was handled properly and cooked to the proper temperature, the E.coli0157: H7 would not be a threat to them.However, if a ready-to-eat food contaminated with Listeria comes to the table of the consumer there is no further cook step that would occur to rid the product of this pathogen.The best hope if a person eats a food product contaminated with Listeria is that he/she is healthy, because most healthy persons show little to no symptoms.If there are symptoms, they are "flu-like" and usually are gone within a few days.However, these symptoms can be the precursor of life-threatening conditions such as septicemia, pneumonia, endocarditis, meningitis, miscarriages or stillborn births.It is estimated that 50 to 75% of foodbourne illness comes from food prepared in food service establishments.There are over 100,000 food service establishments that will benefit from food safety training.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Food Safety, Preparation, and Preservation will continue to be an important sub-component of the Family and Consumer Sciences area within CSREES.

2. There will continue to be new research-based information in the area of Food Safety, Preparation, and Preservation from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to ensure a safe and high quality food supply, to educate the general public on how to avoid food-borne diseases, and to educate food handlers and processors on how to apply research-generated information and knowledge to ensure safe food products.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	11.1	0.0	0.0	0.0
2010	11.1	0.0	0.0	0.0
2011	11.1	0.0	0.0	0.0
2012	11.1	0.0	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

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

ETP17A - Food Safety Training for Food Service Workers
ETP17B - Home Food Preservation
ETP17C - Food Processing and Entrepreneurial Food Businesses

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
- Workshop - Education Class - Other 1 (Web Conferencing) - One-on-One Intervention - Group Discussion - Demonstrations	- Newsletters - Web sites

3. Description of targeted audience

The primary target audience is the general public.

V(G). Planned Program (Outputs)

1. 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
2009	34000	142000	21000	87000
2010	34000	142000	21000	87000
2011	34000	142000	21000	87000
2012	34000	142000	21000	87000
2013	0	0	0	0

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

Expected Patent Applications

2009 :0   **2010** :0   **2011** : 0   **2012** :0   **2013** : 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 3   **2010** 3   **2011** :3   **2012** 3   **2013** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type : Change in Condition Outcome Measure

| **2009 :** 300 | **2010 :** 400 | **2011 :** 600 | **2012 :** 600 | **2013 :** 0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 501 - New and Improved Food Processing Technologies

- 503 - Quality Maintenance in Storing and Marketing Food Products

- 504 - Home and Commercial Food Service

- 711 - Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources.

- 712 - Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #2

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

| **2009 :** 15 | **2010 :** 18 | **2011 :** 18 | **2012 :** 18 | **2013 :** 0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 501 - New and Improved Food Processing Technologies

- 503 - Quality Maintenance in Storing and Marketing Food Products

- 504 - Home and Commercial Food Service

- 711 - Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources.

- 712 - Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

    Programs in Food Safety, Preparation, and Preservation are largely affected by all of the areas checked above.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

Food Safety, Preparation, and Preservation includes many different activities and projects.Each of these has its own specific data collection methods.The data collection methods and requirements for Extension Team Project (ETP) within Food Safety, Preparation, and Preservation are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

Program #6

1. Name of the Planned Program

Family and Child Development

2. Brief summary about Planned Program

This Priority Program Area is part of the national Family Development and Resource Management base program area and is open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Family and Child Development Team.The mission of this program area is to strengthen families by teaching all family members, but especially parents, how to apply research-generated information and knowledge to improve the quality of their lives and family relationships.This area of specialization also includes the Extension Cares ... for America's Children and Youth national program initiative and the Urban Family Development program.Team members will also be involved in educational programs in the areas of early childhood and adolescent development, parent education and parenting skills, divorce related family issues, child care provider training, and several other related areas.This team will meet several times annually and will develop the strategic plan for Family and Child Development.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in personal development and family sciences programs.Team members should have academic training and/or recent job experience in family and child development, adolescent psychology, early childhood development or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

In the State of Alabama and across the nation, the general well being of children and families has not changed significantly since 1997 according to research studies (Snapshots II:Findings from the National Survey of America's Families, 2000).Moreover, a look at data on Alabama families subsequent to the 2000 Census reflect a variety of characteristics and ongoing change, profiling a household quite different from that of even a decade ago.Because today's families are so diverse, educators must exercise caution in the way they respond to family diversity and offer solutions to family issues. The Family and Child Development PPT umbrella consists of a network of regional extension agents (AAMU and AU), county extension

coordinators, specialists and outreach educators who are poised to offer comprehensive programs to help advance families in the twenty first century.In addition to specific Extension Team Project focuses that address research-based family and child development issues, program outreach for the 2007-2011 program cycle includes but is not limited to: a)parenting, child developmentand family strengthening approaches designed to impact urban, new and nontraditional families, as well as traditional families and individuals in hard-to-reach, underserved communities throughout the state. b) family resiliency and conflict resolution programs for families in transition. c) a comprehensive legal education program for families across the lifecycle. d) web-based resources including "A Look at Alabama Families" www/ACES.edu/urban e) an Annual Family Conference.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Family and Child Development will continue to be an important sub-component of the Family and Consumer Sciences area and a national base program area within CSREES.

2. There will continue to be new research-based information in the area of Family and Child Development from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to strengthen families by teaching all family members, but especially parents, how to apply research-generated information and knowledge to improve the quality of their lives and family relationships.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	19.7	3.9	0.0	0.0
2010	19.7	3.9	0.0	0.0
2011	19.7	3.9	0.0	0.0
2012	19.7	3.9	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

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

ETP13A - BEE/Sponsored Parent Home Visitation
ETP13B - Child Care Provider Education
ETP13C - Family Development Credential Training
ETP13D - Grande RAPP Grandparents and Relatives as Parents Program - U&NNTP
ETP13F - Successful Aging Initiative - U&NNTP
ETP13G - Building Parent and Youth Assets
ETP13H - Strengthening Relationships and Marriages
ETP13I - Parenting in Nontraditional and Under Served Urban Families Program - U&NNTP
ETP13J - Parenting Children and Adolescents

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
• Education Class • Workshop • Group Discussion • Demonstrations • Other 1 (Web Conferencing) • One-on-One Intervention	• Web sites • Newsletters

3. Description of targeted audience

The primary target audiences are parents and grandparents.

V(G). Planned Program (Outputs)

1. 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
2009	42000	165000	20000	75000
2010	42000	165000	20000	75000
2011	42000	165000	20000	75000
2012	42000	165000	20000	75000
2013	0	0	0	0

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

Expected Patent Applications

2009 : 0   **2010 :** 0   **2011 :** 0   **2012 :** 0   **2013 :** 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 9   **2010** 9   **2011** 9   **2012** 9   **2013** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

2009 :300   **2010 :** 400   **2011 :** 600   **2012** :600   **2013 :**0

3. Associated Institute Type(s)

- •1862 Extension
- •1890 Extension

4. Associated Knowledge Area(s)

- 802 - Human Development and Family Well-Being

- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

- 806 - Youth Development

Outcome #2

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

2009 :25   **2010 :** 30   **2011 :** 30   **2012** :30   **2013 :**0

3. Associated Institute Type(s)

- •1862 Extension
- •1890 Extension

4. Associated Knowledge Area(s)

- 802 - Human Development and Family Well-Being

- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

- 806 - Youth Development

V(J). Planned Program (External Factors)

1. External Factors which may affect 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.)

Description

Programs in Family and Child Development are largely affected by all of the areas checked above.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

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

V(A). Planned Program (Summary)

Program #7

1. Name of the Planned Program

Economic and Community Development

2. Brief summary about Planned Program

This Priority Program Area is part of the national Community Resource and Economic Development base program area and is for all County Extension Coordinators and for Urban Regional ExtensionAgents working in the area of Workforce and Economic Development as well as for CRD Specialists.All CECs will automatically have an assignment in Community Resource Development.All CECs, Urban Regional Extension Agents working in this area, and Specialists who support this area will form the Extension Community Resource Development Team.The mission of this program area is to improve the long-term well-being of communities.The economic and community development program provides research-based and experience-based education and facilitation for community groups.This area of specialization is also part of the Economic and community development and Volunteer Development and the Workforce Preparation national base program areas as well as the Urban Workforce Development program and the Urban Community and Economic Development Fundraising Management program.Team members will be involved in educational programs in the areas of economic and community development, economic development, early childhood and adolescent development, and several other related areas.This team will meet several times annually and will develop the strategic plan for Community Resource Development.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in community development, citizenship, and economic and community development programs

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

   Alabama, as part of the growing Southern regional economy, has the potential to be among the nation's economic leaders

in the 21st Century.Successful efforts, which promote sustainability and revitalization, are dependent upon having skilled community leaders.The long-range economic stability of a community correlates positively with the quality of its organized economic and community development.Various studies and reports from the state department indicate that before significant progress can be achieved in community and economic development, a broad-based economic and community development infrastructure must be in place.Economic and community growth and development are educational processes, which support new and emerging leaders and alert citizens to the importance of promoting viable communities.Having a prepared cadre of leaders available for impacting constructive change in ensuring skilled and educated workforce to meet the challenges being brought by technology is essential. Economic and community development is at the central core of developing a state system capable of producing the energy needed to sustain and improve the state. Approaching economic and community development from a system's view means pulling from the diversity of the entire system – people from different community segments, race, gender, age and thought.Diversity within communities allows citizens to capitalize on the unique skills and expertise which their neighbors have to share.Effective and efficient community economic and community development also promotes communities and organizations working together on issues through organized collaborations and partnerships. Presently, a shift is occurring in the level of responsibility for public decision-making.Local government leaders are assuming more financial and management responsibilities for programs and services that were once provided by the state or federal government.This means that stronger, more competent public officials are required at the local levels. When leaders emerge and concerned citizens take a stand to make a difference, communities can mobilize to effect positive changes that will benefit the social, emotional, financial and physical needs of citizens.In today's world of constant change, communities need to be aware of networking procedures to acquire resources and build powerful linkages between individuals, groups, and organizations.Through organized efforts in a support atmosphere, agencies and organizations can systematically solve existing and emerging problems that could not be solved by a single group.Solving problems collaboratively means changing policies, laws and regulations to fit the needs of the people.Collaboration also encourages a goal to promote the development, management, and use of Alabama's natural resources consistent with sound environmental principles and ethics, awakening of the community spirit, an emerging trend.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Economic and Community Development will continue to be an important sub-component of the Rural Development area within CSREES.

2. There will continue to be new research-based information in the area of Economic and Community Development from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to have economically viable communities and to improve the long-term well-being of communities.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	18.7	3.9	0.0	0.0
2010	18.7	3.9	0.0	0.0
2011	18.7	3.9	0.0	0.0
2012	18.7	3.9	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 4 statewide Extension Team Projects.These are:

ETP14A - Alabama Radon Education Program
ETP14B - Cooperatives, Small Business and Entrepreneurship Development - U&NNTP
ETP14C - Workforce and Economic Development - U&NNTP
ETP14D - Leadershipt & Economic Development

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
• One-on-One Intervention • Demonstrations • Workshop • Education Class • Other 1 (Web Conferencing) • Group Discussion	• Newsletters • Web sites

3. Description of targeted audience

The primary target audiences are community leaders and local governmental officials.

V(G). Planned Program (Outputs)

1. 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
2009	130000	530000	25000	100000
2010	130000	530000	25000	100000
2011	130000	530000	25000	100000
2012	130000	530000	25000	100000
2013	0	0	0	0

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

Expected Patent Applications

2009 : 0   **2010 :** 0   **2011 :** 0   **2012 :** 0   **2013 :** 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 : 4   **2010 :** 4   **2011 :** 4   **2012 :** 4   **2013 :** 0

V(I). State Defined Outcome

O. No	Outcome Name
1	Outcomes from this program area include: a) Number of community and economic development programs conducted, b) Community and economic development training resources developed, c) Number of community and economic development projects conducted
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

| **2009** :200 | **2010** : 200 | **2011** : 200 | **2012** 200 | **2013** :0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 605 - Natural Resource and Environmental Economics

- 608 - Community Resource Planning and Development

- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

- 805 - Community Institutions, Health, and Social Services

Outcome #2

1. Outcome Target

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

2. Outcome Type : Change in Condition Outcome Measure

| **2009** :30 | **2010** : 35 | **2011** : 40 | **2012** :40 | **2013** :0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 605 - Natural Resource and Environmental Economics

- 608 - Community Resource Planning and Development

- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

- 805 - Community Institutions, Health, and Social Services

V(J). Planned Program (External Factors)

1. External Factors which may affect 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.)

Description

Programs in Economic and Community Development are largely affected by all of the areas checked above.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

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

V(A). Planned Program (Summary)

Program #8

1. Name of the Planned Program

Consumer Science and Personal Financial Management

2. Brief summary about Planned Program

This program is part of the national Family Development and Resource Management base program area and the Financial Security in Later Life national Extension initiative. The mission of the Consumer Science and Personal Financial Management Program is to strengthen the capacity of families to obtain economic stability and financial security. Consumer Science and Personal Financial Management subject matter will include family financial management, consumer education, workforce development, and entrepreneurship. This integrative priority program area addresses systemic problems families face in their economic and financial lives. Team members will provide programs designed to teach adults how to manage financial resources wisely and make wise consumer decisions regarding purchases, budgeting, managing money, credit and debt management, saving, investing, retirement planning,and estate management. Additionally, consumer education programs will focus on identity theft, fraud & scams, LifeSmarts (a consumer education program for teens), and legal matters such as the urban Legal-ease program and urban programs on increasing access to and use of technology. Employment and career development programs address the need individuals have to provide for their financial needs through employment. The need to maintain a quality workforce in communities is also addressed. Team members will provide programs designed to increase career awareness among youth and to provide all age groups with the knowledge and skills to access and utilize labor market and career information to make effective employment and career decisions. Programs will address a range of job search and career planning issues, including using the Internet in a job search and employment strategies for diverse populations (e.g., disabled, ex-offenders, non-English speakers, etc.). Entrepreneurship programs address the need to obtain adequate information and preparation to successfully start a small business. Emphasis will be placed on home-based businesses and micro-enterprises. Training will focus on principles related to recognizing opportunity; business plan development; securing and managing finances; and entrepreneurial marketing. The team will meet several times annually and develop the strategic plan for Consumer Science and Personal Financial Management. The team will collectively develop the specific statewide Extension Team Projects for the program area, and will be responsible for implementing these projects. Team members may also be involved in working with 4-H'ers in the area of consumer science. Team members should have academic training and /or recent job experience in economics, consumer education, financial management or some other closely aligned area. Further, as a temporary assignment the Consumer Science and Personal Financial Management PPT will address questions from clients on housing issues. Issues most frequently affecting clients are: Furniture care, stain removal and care of fabrics in the home. Mildew and mold relative to the home environment are also concerns.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

As a nation, we entered the 21st century with the highest national debt level in history, a staggering consumer debt load, and runaway health care costs—three major problems affecting all Americans.Also of great concern are low per capita incomes, overextended credit, limited savings and financial plans for retirement, limited life skills, inadequate job skills, high unemployment and underemployment, and public policy issues for urban and rural families including minorities, individuals, youth, elderly, farmers and displaced farmers. Americans today are setting financial records.Savings as a percent of disposable income are at a record low.The percentage of disposable income allocated to pay mortgage and consumer debt has reached a record high.Personal bankruptcy filings have also hit a new record with approximately one million cases. Recent studies indicate a growing need for families to become more sophisticated in their financial decision making skills.The management of personal finance has become very complex with intricate tax laws, fluctuating interest rates, and increase in the use of electronic technology by the financial industry and a proliferation of insurance products.With a proliferation of and technology in the marketplace and in the home limited resource families, individuals, homemakers and youth lack consumer education and life-long skills such as a decision-making, financial management, time management and care and maintenance of textile items, equipment and other resources. Public Issues Education Programs are more important than ever if Alabama Citizens are to make informed decisions or have an impact on the public decision making process.Extension's "public issues education" programs help people understand and use the "public issues education" process to address problems that impact the common good of a community such as environment, education, and health care. By the year 2025 the 65 and older age group will comprise 1/5 of the Alabama's population.Those older than 85 will grew from 58,000 in 1995 to 104,000 in 2025.Increased life expectancy is resulting in record numbers of people age 65 and older.One out of every six Alabamians is aged 60 or older.Of that number 24% live below the poverty level, and women constitute 71% of the elderly poor. The issues concerning older Alabamians today include outliving retirement benefits, threats to social security, asset transfer and estate management, elder care cost, affordable health insurance, and elder abuse. Increasingly new innovations in technology are finding their way into every day life and transactions of all Alabamians.Telephone/television/internet shopping is becoming more accessible to Alabamians and is being used."Pay at the Pump" with credit/debit cards is quite common today. These new innovations create a need for educational programs relevant to how to use the innovations, decisions to use or not to use, purchase selections and recourse, protection against unlawful use and abuse of family's resources tapped by these innovations.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Consumer Science and Personal Financial Management will continue to be an important sub-component of the Family and Consumer Sciences area within CSREES.

2. There will continue to be new research-based information in the area of Consumer Science and Personal Financial Management from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to strengthen the capacity of families to obtain economic stability and financial security.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	12.0	3.4	0.0	0.0
2010	12.0	3.4	0.0	0.0
2011	12.0	3.4	0.0	0.0
2012	12.0	3.4	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 4 statewide Extension Team Projects.These are:

ETP15A - What it Takes to Start a Business
ETP15B - Employment and Career Development
ETP15C - Family Financial Security and Consumer Education
ETP15D - Urban Family Financial Security and Consumer Education - U&NNTP

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
- Workshop - One-on-One Intervention - Education Class - Demonstrations	- Web sites - Newsletters

- Group Discussion
- Other 1 (Web Conferencing)

3. Description of targeted audience

The primary target audience is the general public.

V(G). Planned Program (Outputs)

1. 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
2009	20000		80000		8000	40000
2010	20000		80000		8000	40000
2011	20000		80000		8000	40000
2012	20000		80000		8000	40000
2013	0		0		0	0

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

Expected Patent Applications

2009 : 0   **2010 :** 0   **2011 :** 0   **2012 :** 0   **2013 :** 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 : 4   **2010 :** 4   **2011 :** 4   **2012 :** 4   **2013 :** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type :   Change in Knowledge Outcome Measure

2009 :500	**2010** : 500	**2011** : 500	**2012** 500	**2013** :0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 602 - Business Management, Finance, and Taxation

- 607 - Consumer Economics

- 801 - Individual and Family Resource Management

- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

Outcome #2

1. Outcome Target

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

2. Outcome Type :   Change in Knowledge Outcome Measure

2009 :15	**2010** : 18	**2011** : 18	**2012** :18	**2013** :0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 602 - Business Management, Finance, and Taxation

- 607 - Consumer Economics

- 801 - Individual and Family Resource Management

- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

V(J). Planned Program (External Factors)

1. External Factors which may affect 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.)

Description

Programs in Consumer Science and Personal Financial Management are largely affected by all of the areas checked above.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

Consumer Science and Personal Financial Management includes many different activities and projects.Each of these has its own specific data collection methods.The data collection methods and requirements for Extension Team Project (ETP) within Consumer Science and Personal Financial Management are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

Program #9

1. Name of the Planned Program

Commercial Horticulture

2. Brief summary about Planned Program

This Priority Program Area is part of the national Agriculture base program area and is open to Regional Extension Agents and County Extension Coordinators as well as Specialists who work in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Commercial Horticulture Team.The mission of this program area is to teach horticultural producers how to apply research-generated information and knowledge to sustain commercial horticultural production using best management practices that are environmentally safe.The subject areas covered in this area of specialization include soils and fertility, land preparation, tillage systems and equipment, irrigation systems, variety and cultivar selection, harvesting and handling, pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management), farm safety, biotechnology, best management practices and regulatory practices for all types of commercial horticultural crops.Team members may also be involved in educational programs in the areas of commercial fruit, nut and vegetable production, ornamental horticulture, landscape plant production, turf production, water quality and nutrient and waste management.This team will meet several times annually and will develop the strategic plan for Commercial Horticulture.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects.Team members may also be involved in working with 4-H'ers in the plant sciences areas.Team members should have academic training and/or recent job experience in horticulture, plant sciences, plant pathology, entomology, weed science, or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Horticulture is a diverse, multifaceted industry that touches the lives of every citizen in Alabama.From the food that is eaten

to the recreational areas enjoyed around the home or at the parks, horticulture touches everyone.Monetarily, the economic impact is over 2 billion dollars.However, the value in improved health through better nutrition from fresh fruits and vegetables locally grown and mental and physical health enjoyed by participation in a myriad of activities influenced by nursery, landscape, and turf production are more difficult to quantify. The turfgrass, nursery and greenhouse, lawn and landscape services, and retail sales employs over 31,000 individuals and alone has a total economic impact of 1.9 billion dollars (The Economic Impact of the Green Industry in Alabama, 2003).Fruit, vegetables and pecans combined cash receipts approach 57 million dollars (2004, Alabama Agricultural Statistics Annual Crop Report).Greenhouse, sod, and Nursery generated 263 million in cash receipts.Of the 44 thousand farms in Alabama it is estimated that 1/3 are involved in horticulture production. While less than 1% of Alabama's population are directly involved in agricultural production, all 4.5 million are impacted, especially through horticulture. Challenges facing the commercial horticulture industry include availability and cost of labor; Integrated Pest Management – input costs and environmental concerns; Marketing – value added, quantity, quality, and availability; Water and Nutrients – conservation and utilization; Increasing young horticultural producers and new horticultural operations.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Commercial Horticulture will continue to be an important component of Alabama's agricultural economy, and an important area within future US Farm Bills.

2. There will continue to be new research-based information in the area of Commercial Horticulture from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to teach horticultural producers how to apply research-generated information and knowledge to sustain commercial horticultural production using best management practices that are environmentally safe.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	8.5	0.6	0.0	0.0
2010	8.5	0.6	0.0	0.0
2011	8.5	0.6	0.0	0.0
2012	8.5	0.6	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 2 statewide Extension Team Projects.These are:

ETP19A - Alabama Certified Landscape Professional (ACLP) Training and Testing
ETP19B - Alabama Certified Nursery Professional (ACNP) Training and Testing

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
• Education Class • One-on-One Intervention • Other 1 (Web Conferencing) • Group Discussion • Workshop • Demonstrations	• Newsletters • Web sites

3. Description of targeted audience

The primary target audience is livestock and forages producers.

V(G). Planned Program (Outputs)

1. 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
2009	41000	97000	4000	10000
2010	41000	97000	4000	10000
2011	41000	97000	4000	10000
2012	41000	97000	4000	10000
2013	0	0	0	0

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

Expected Patent Applications

2009 :0   **2010 :**0   **2011 :** 0   **2012 :**0   **2013 :** 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 2   **2010** 2   **2011** :2   **2012** 2   **2013** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type :   Change in Knowledge Outcome Measure

| **2009** :300 | **2010** : 300 | **2011** : 300 | **2012** :300 | **2013** :0 |

3. Associated Institute Type(s)

- •1862 Extension
- •1890 Extension

4. Associated Knowledge Area(s)

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

Outcome #2

1. Outcome Target

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

2. Outcome Type :   Change in Condition Outcome Measure

| **2009** :12 | **2010** : 15 | **2011** : 20 | **2012** :20 | **2013** :0 |

3. Associated Institute Type(s)

- •1862 Extension
- •1890 Extension

4. Associated Knowledge Area(s)

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

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

    Programs in Commercial Horticulture are largely affected by the farm bill and by natural disasters.

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

1. Evaluation Studies Planned

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

Description

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

2. Data Collection Methods

- On-Site
- Observation

Description

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

V(A). Planned Program (Summary)

Program #10

1. Name of the Planned Program

Animal Sciences and Forages

2. Brief summary about Planned Program

    This Priority Program Area is part of the national Agriculture base program area and is open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area.All Agents working in this area of specialization along with the Specialists who support this area will form the Extension Animal Science and Forages Team.The mission of this program area is to teach animal producers and owners how to apply research-generated information and knowledge to facilitate animal production and management systems based on best management practices that are environmentally safe and promote commonly accepted animal welfare standards.The subject areas covered in this area of specialization include genetics, reproduction, nutrition (to include forage production), disease and health issues (to include parasites and insect control), economics (to include BCIA and DHIA), and all types of regulatory issues. This area of specialization includes both commercial production of food animals (beef, dairy, swine, poultry, sheep, goats, ratites, rabbits, etc.) and non-commercial management of companion and pet animals (horses, dogs, etc.).Team members working in this area will also be involved in educational programs in the areas of water quality, nutrient and waste management and the Urban and Nontraditional Animal Science program.This team will meet several times annually and will develop the strategic plan for Animal Science.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects. Team members may also be involved in working with 4-H'ers in the animal sciences areas to include livestock shows and horse shows.Team members should have academic training and/or recent job experience in animal science or some other closely aligned area.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Currently there are 28,183 farms producing over $500 million in annual sales of beef, dairy, swine, sheep, goats and horses.The issue is being able to maintain a sustainable livestock industry in Alabama.The management practices and decisions made by the producers on these producers have a significant impact not only on local economies, but equally important, on the environmental and water quality of much of rural Alabama.So, it is accurate to say that all Alabama residents are impacted indirectly by decisions and management practices of Alabama livestock producers. History has shown that these producers rely on information and recommendations from the Alabama Cooperative Extension System and are very willing to implement research-based best management practices that come from land grant universities.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Livestock production will continue to be an important sub-component of Alabama agriculture, and an important area within future US Farm Bills.

2. There will continue to be new research-based information in the area of livestock production from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individual producers and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate Federal and state matching funds to

support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to teach animal producers and owners how to apply research-generated information and knowledge to facilitate animal production and management systems based on best management practices that are environmentally safe and promote commonly accepted animal welfare standards.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	22.6	2.3	0.0	0.0
2010	22.6	2.3	0.0	0.0
2011	22.6	2.3	0.0	0.0
2012	22.6	2.3	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

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

ETP11A - Dogs as Companion Animals - U&NNTP
ETP11B - Sheep and Goat Production Systems - U&NNTP
ETP11C - Beef Cattle Performance Programs to Enhance Profitability
ETP11D - Alabama Meat Animal Quality Assurance Program
ETP11F - Alabama Regional Equine Information Network (REIN)
ETP11G - Alabama Master Cattle Producer Training Program
ETP11H - Environmental Management Systems Precursor - Providing AFO and CAFO Manure and Environmental Management Education.
ETP11I - Lowering Somatic Cell Counts in Dairy Cattle to improve Milk Quality
ETP11J - National Animal Identification Educational Program

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
● Group Discussion ● Other 1 (Web Conferencing) ● Demonstrations ● Workshop ● One-on-One Intervention ● Education Class	● Web sites ● Newsletters

3. Description of targeted audience

The primary target audience is livestock and forages producers.Secondary target audience is consumers of meat products

V(G). Planned Program (Outputs)

1. Standard output measures

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

Year	Direct Contacts Adults Target	Indirect Contacts Adults Target	Direct Contacts Youth Target	Indirect Contacts Youth Target
2009	92000	320000	12000	40000
2010	92000	320000	12000	40000
2011	92000	320000	12000	40000
2012	92000	320000	12000	40000
2013	0	0	0	0

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

Expected Patent Applications

2009 : 0   **2010 :** 0   **2011 :** 0   **2012 :** 0   **2013 :** 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 7   **2010** 8   **2011 :** 9   **2012** 9   **2013** 0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

For ETP11J the National Animal Identification Educational Program, the outcome measure will be The number of premises numbers registered for the State of Alabama due to our educational efforts.

2. Outcome Type : Change in Condition Outcome Measure

| **2009** :6000 | **2010** : 8000 | **2011** : 10000 | **2012** :10000 | **2013** :0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 301 - Reproductive Performance of Animals
- 302 - Nutrient Utilization in Animals
- 303 - Genetic   Improvement of Animals
- 307 - Animal Production Management Systems
- 311 - Animal Diseases
- 315 - Animal Welfare, Well-Being and Protection

Outcome #2

1. Outcome Target

For ETP11G the Alabama Master Cattle Producer Training Program, the outcome measure will be the number of graduates.

2. Outcome Type : Change in Condition Outcome Measure

| **2009** :300 | **2010** : 300 | **2011** : 300 | **2012** :300 | **2013** :0 |

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

- 301 - Reproductive Performance of Animals
- 302 - Nutrient Utilization in Animals
- 303 - Genetic   Improvement of Animals
- 307 - Animal Production Management Systems
- 311 - Animal Diseases
- 315 - Animal Welfare, Well-Being and Protection

Outcome #3

1. Outcome Target

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever

possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Outcome Type :   Change in Knowledge Outcome Measure

2009 : 12   **2010 :** 15   **2011 :** 20   **2012** 20   **2013 :** 0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 301 - Reproductive Performance of Animals

● 302 - Nutrient Utilization in Animals

● 303 - Genetic   Improvement of Animals

● 307 - Animal Production Management Systems

● 311 - Animal Diseases

● 315 - Animal Welfare, Well-Being and Protection

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

● Natural Disasters (drought,weather extremes,etc.)
● Appropriations changes
● Government Regulations
● Competing Programmatic Challenges

Description
Programs in animal sciences and forages are largely affected by the farm bill and by natural disasters.

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

1. Evaluation Studies Planned

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

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

2. Data Collection Methods

● On-Site
● Observation

Description
Animal Sciences and Forages includes many different activities and projects.Each of these has its own specific data collection methods.The data collection methods and requirements for Extension Team Project (ETP) within Animal Sciences and Forages are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

V(A). Planned Program (Summary)

Program #11

1. Name of the Planned Program

Agronomic Crops

2. Brief summary about Planned Program

This Priority Program Area is part of the national Agriculture base program area and is open to Regional Extension Agents and County Extension Coordinators as well as Specialists who work in this area.All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Agronomic Crops Team.The mission of this program area is to teach agricultural producers how to apply research-generated information and knowledge to facilitate sustainable field crop production based on best management practices that are environmentally safe.The subject areas covered in this area of specialization include soils and fertility, land preparation, tillage systems and equipment, irrigation systems, variety and cultivar selection, harvesting and handling, pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management), farm safety, biotechnology, best management practices and regulatory practices for all agronomic field crops.Team members working in this area will also be involved in educational programs in the areas of water quality and nutrient and waste management.This team will meet several times annually and will develop the strategic plan for Agronomic Crops.The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects. Team members may also be involved in working with 4-H'ers in the plant sciences areas.Team members should have academic training and/or recent job experience in agronomy, plant sciences, plant pathology, entomology, weed science, or some other closely aligned areas.

3. Program existence :   Mature (More then five years)

4. Program duration :   Long-Term (More than five years)

5. Expending formula funds or state-matching funds :   Yes

6. Expending other than formula funds or state-matching funds :   Yes

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

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

V(C). Planned Program (Situation and Scope)

1. Situation and priorities

Row crop production is an integral part of the agricultural community of Alabama and must remain strong for the economic benefit of the state's citizenry.Currently there are 13,000 farms producing 1.3 million acres of harvested agronomic crops valued

at $560 million in cash receipts each year received at the farm gate, row crop agriculture generates approximately $52.1 billion when gross output, related employment, value added, and export value added outputs are considered.As the interface of rural row crop agricultural enterprises and urbanization becomes more highly contested, pressure from the citizens of the state through federal, state, and local government regulations and legislation will increase to develop and implement sustainable, environmentally-sound cropping systems.Row crop agriculture educational programs will be provided for producers and citizens interested in all major row crops including corn, cotton, peanuts, soybeans, and small grains as well as for alternative and energy crops.Extension agents and specialists have traditionally used a range of techniques to demonstrate new technologies and to aid producers in solving practical problems.Crop production meetings, field visits, and on-farm field projects provide practical, "face-to-face" information to producers, maintain the level of expertise needed to serve their needs, and demonstrate to the clientele our level of commitment to their industry.This Program Priority Area will serve as a cohesive programming effort to encompass these activities.The issue is being able to maintain a sustainable agronomic row crop industry in Alabama.The management practices (cultivation practices, fertilization, pesticide usage, etc.) and decisions made by the producers on these 13,000 farms have a significant impact not only on local economies, but equally important, on the environmental and water quality of much of rural Alabama.So, it is accurate to say that all Alabama residents are impacted indirectly by decisions and management practices of Alabama row crop producers. History has shown that these producers rely on information and recommendations from the Alabama Cooperative Extension System and are very willing to implement research-based best management practices that come from land grant universities.

2. Scope of the Program

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

V(D). Planned Program (Assumptions and Goals)

1. Assumptions made for the Program

Assumptions for this program area are:

1. Agronomic Crops will continue to be an important component of Alabama's agricultural economy, and an important area within future Farm Bills.

2. There will continue to be new research-based information in the area of Agronomic Crops from Auburn University, AlabamaA&MUniversity and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented.

3. The Alabama Cooperative Extension System will continue to receive adequate federal and state matching funds to support work in this priority program area, and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority area.

2. Ultimate goal(s) of this Program

The ultimate goal of this program is to teach agricultural producers how to apply research-generated information and knowledge to facilitate sustainable field crop production based on best management practices that are environmentally safe, and to have a viable Agronomic Crops sector within the Alabama's economy.

V(E). Planned Program (Inputs)

1. Estimated Number of professional FTE/SYs to be budgeted for this Program

Year	Extension		Research	
	1862	**1890**	**1862**	**1890**
2009	22.9	0.5	0.0	0.0
2010	22.9	0.5	0.0	0.0
2011	22.9	0.5	0.0	0.0
2012	22.9	0.5	0.0	0.0
2013	0.0	0.0	0.0	0.0

V(F). Planned Program (Activity)

1. Activity for the Program

The primary activities in this area are 4 statewide Extension Team Projects.These are:

ETP10A - Alabama Row Crop Educational and Profitability Program
ETP10B - Geospatial Technologies
ETP10C - Peanut Management for Alabama Producers to Enhance Profit
ETP10D - Global Competitiveness in Alabama Agriculture

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

2. Type(s) of methods to be used to reach direct and indirect contacts

Extension	
Direct Methods	**Indirect Methods**
- Other 1 (Web Conferencing) - One-on-One Intervention - Group Discussion - Education Class - Workshop - Demonstrations	- Web sites - Newsletters

3. Description of targeted audience

The primary target audience is livestock and forages producers, the secondary target audience is consumers of livestock products.

V(G). Planned Program (Outputs)

1. Standard output measures

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

Year	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
	Target	Target	Target	Target
2009	56000	210000	4500	16500
2010	56000	210000	4500	16500
2011	56000	210000	4500	16500
2012	56000	210000	4500	16500
2013	0	0	0	0

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

Expected Patent Applications

2009 :0   **2010** :0   **2011** : 0   **2012** :0   **2013** : 0

3. Expected Peer Review Publications

Year	Research Target	Extension Target	Total
2009	0	0	0
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0

V(H). State Defined Outputs

1. Output Target

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

2009 :4   **2010** 4   **2011** :4   **2012** :4   **2013** :0

V(I). State Defined Outcome

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

Outcome #1

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

2009 :100000000   **2010 :** 100000000   **2011 :** 100000000   **2012 :**100000000   **2013 :**0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 102 - Soil, Plant, Water, Nutrient Relationships

● 205 - Plant Management Systems

● 215 - Biological Control of Pests Affecting Plants

● 216 - Integrated Pest Management Systems

Outcome #2

1. Outcome Target

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

2. Outcome Type : Change in Knowledge Outcome Measure

2009 :12   **2010 :** 15   **2011 :** 20   **2012** 20   **2013 :**0

3. Associated Institute Type(s)

•1862 Extension
•1890 Extension

4. Associated Knowledge Area(s)

● 102 - Soil, Plant, Water, Nutrient Relationships

● 205 - Plant Management Systems

● 215 - Biological Control of Pests Affecting Plants

● 216 - Integrated Pest Management Systems

V(J). Planned Program (External Factors)

1. External Factors which may affect Outcomes

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

Description

Programs in agronomic crop production are largely affected by the farm bill and by natural disasters.

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

1. Evaluation Studies Planned

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

Description

Agronomic crops includes many different activities and projects.Each of these has it's own specific evaluation methods.The evaluation methods for Extension Team Project (ETP) within Agronomic crops is explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

2. Data Collection Methods

- On-Site
- Observation

Description

Agronomic crops includes many different activities and projects.Each of these has it's own specific data collection methods.The data collection methods and requirementsfor Extension Team Project (ETP) within Agronomic crops are explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.