

# 2010 Alabama A&M University and Auburn University Combined Extension Plan of Work

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## I. Plan Overview

### 1. Brief Summary about Plan Of Work

#### THE ALABAMA COOPERATIVE EXTENSION SYSTEM FY 2010-2014 CSREES PLAN OF WORK ALABAMA A&M UNIVERSITY AUBURN UNIVERSITY

##### OVERVIEW STATEMENT

#### THE ALABAMA COOPERATIVE EXTENSION SYSTEM

On August 1, 1995, Federal Judge Harold Murphy, United States District Court for the Northern Districts of Alabama, ordered the unification of the Cooperative Extension outreach from the Alabama A&M University 1890 Cooperative Extension Program and the Auburn University 1862 Cooperative Extension Service. The Judge said: "Alabama shall have a single, Statewide Cooperative Extension System that unifies the efforts of Auburn University and Alabama A&M University 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. Alabama has been revised to authorize the Alabama Cooperative Extension System as the outreach arm of Alabama A&M University and Auburn University. 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 Alabama A&M University and Auburn University. 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. *Alabama Cooperative Extension System, the primary outreach organization for the land-grant mission of Alabama A&M University and Auburn University, delivers research-based educational programs that enable people to improve their quality of life and economic well-being.* (Source: ACES Website) Alabama residents will remain unchanged. Extension Centers in the late 1990s.

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.

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

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

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:

*"The*

The vision of the System is:

*"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 ALABAMA COOPERATIVE 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

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
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 ALABAMA COOPERATIVE 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

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 positive 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."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. 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. PoultryAmerica'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. 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. There are Urban Youth Initiatives implemented with urban, new and nontraditional audiences to promote youth development by providing personal development, leadership, and service-learning programs designed to empower youth to reach their fullest potential as positive and contributing members of an economically and socially diverse society.: <http://www.aces.edu/>. Priority Program Areas, Extension Team Projects, and other items of interest may be found 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.

#### **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 Urban Extension Centers 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—

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:

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 Area also includes the Extension *Cares ... for*

### **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 Enterprise Analysis**

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, urban programs focusing on Human Dimensions of Urban Forestry and Revitalization of Natural Environments, 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

#### **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. However, given that the Plan of Work should account for the expenditure of all Formula Funds and the required matching funds, all 14 Priority Program Areas are now included and serve as the programmatic basis for the FY2010-2014 CSREES Plan of Work.

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 programmatic relationship between each Priority Program Area and current Extension Team Projects may be best viewed on the Alabama Cooperative Extension System website

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

Year	Extension		Research	
	1862	1890	1862	1890
2010	292.6	30.0	0.0	0.0
2011	292.6	30.0	0.0	0.0
2012	292.6	30.0	0.0	0.0
2013	292.6	30.0	0.0	0.0
2014	292.6	30.0	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 FY2010-20114 Plan of Work includes several phases, which will continue yearly for the duration of the Plan. The first phase of review is conducted by the Co-Chairs of the Priority Program Areas (PPA). Each of PPA Co-Chairs reviewed their respective programs to ensure that they accurately represented and addressed critical needs of Alabama residents. In addition, each PPA team completed a thorough reexamination of the Extension Team Projects (ETP) associated with each of PPAs.

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

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

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

As the fourth phase of the review process, relevant University administrators (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.

County Extension 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 planned programs contained in the Alabama Cooperative Extension System's FY2010-2014 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 its' 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**

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

###### **Brief explanation.**

We seek stakeholder from multiple levels. Each of our county Extension 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**

- Needs Assessments
- Use External Focus Groups
- Use Advisory Committees
- Use Internal 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 groups
- Survey of traditional Stakeholder groups
- Survey of traditional Stakeholder individuals
- Survey specifically with non-traditional groups
- Meeting with 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**

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

**Brief explanation.**

Our programs are planned by 14 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**

<b>S. NO.</b>	<b>PROGRAM NAME</b>
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
12	Farm Management and Agricultural Enterprise Analysis
13	Aquaculture, freshwater, and marine resources
14	Poultry Production and Processing

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

**Program #1**

**1. Name of the Planned Program**

4-H and Youth Development

**2. Brief summary about Planned Program**

The mission of the 4-H and Youth Development Program is to create supportive environments in which culturally diverse youth reach their fullest potential and develop into productive and contributing members of society. A major focus of 4-H and Youth Development programming is to recruit, train, and manage volunteers/parents to work with out-of-school and community 4-H Clubs and special events. 4-H programming national initiatives include: Science, Technology, and Engineering; Healthy Living; and Youth as Citizens. Alabama 4-H Extension Team Plans include program areas that reflect our major focus areas and our work in the national initiatives areas. Activities extend knowledge, teach life skills, and provide opportunities for belonging independence, mastery, and generosity. Life skills most often identified include goal setting, critical thinking, communication, and self-efficacy. Programming at the local, regional, and state level through 4-H project, club, school enrichment and other special events and activities supports outcomes. Target audience is 4-H youth 9-18. Success will be measured by contacts, hours, success stories, qualitative and quantitative measures such as surveys and focus groups.

Urban Youth Development programming is consistent with the mission of 4-H and Youth Development in its efforts to offer positive life changing and skill broadening programs however, the primary focus is placed on offering programs that are considered new and non traditional with greater emphasis on reaching urban audiences.

**3. Program existence :** Mature (More than 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
704	Nutrition and Hunger in the Population	10%	0%		
724	Healthy Lifestyle	20%	0%		
802	Human Development and Family Well-Being	10%	0%		
806	Youth Development	60%	100%		
	<b>Total</b>	100%	100%		

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

**1. Situation and priorities**

VOICES for Alabama's Children; Alabama Kids Count 2008 Data Book reports Alabama ranks 47th with regard to the

composite ranking for the indicators related to health, education, safety and security. Our graduation rate is 64.9%. We rank 41st in dropout rate, 40th in teen birth rate, 41st in percent children in poverty and 46th in percent single-parent families. Alabama youth need positive youth development opportunities. Environmental challenges facing Alabama families and youth will require improved lifeskills with relation to goal setting, critical thinking, communication, and self-efficacy. Specific needs associated with youth in Alabama include a focus on healthy lifestyles and workforce readiness. Alabama 4-H Youth Development can play a positive role by offering opportunities for youth to improve their lives regarding youth obesity and diabetes. Our region has been referred to as the new Detroit of the south with automobile plants including Mercedes, Hyundai, Honda, with Kia just across the state line in Georgia and Volkswagon in Tennessee. Additionally, there are high tech support industries for the automobile industry along major highway corridors. We can play a valuable role in workforce readiness for future high tech, science-based jobs in these industries. Hence, programs focusing resources on issues associated with Science and Technology literacy, healthy lifestyles, and youth as citizens are needed to provide citizenship, leadership, and lifeskill opportunities for youth to be equipped to improve their lives to move beyond current socio-economic barriers and succeed in society. Alabama 4-H is a great place for youth to begin their journey to individual independence. Alabama 4-H offers youth opportunities to experience the four essential elements of positive youth development; belonging, independence, generosity, and mastery. Program delivery modes include in-school 4-H Clubs, community-based, volunteer-led 4-H Clubs, enrichment 4-H programming, and other activities, events, and conferences. The Urban youth programming initiative is designed to promote urban youth development by providing personal development, leadership, and service-learning programs that will empower youth to reach their fullest potential as positive and contributing members of an economically and socially diverse society.

## 2. Scope of the Program

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

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

### 1. Assumptions made for the Program

Assumptions for Alabama 4-H Youth Development:

1. There is a research-based, body of knowledge in the area of positive youth development that has been established by land-grant and other universities that is beneficial to individuals and to society if these positive youth development programs are implemented.
2. New research-based knowledge will be created in positive youth development and will be beneficial to individuals and to society if it is included in our positive youth development program implementation.
3. 4-H Youth Development is a valued component of the National Institute for Food and Agriculture and will remain important in future farm bills.
4. 4-H Youth Development programs (positive youth development) fill an important need with regard to Science and Technology Literacy, Healthy Lifestyles, and Youth As Citizens experiential or informal education to help prepare youth as assets to society as citizens, leaders, and valuable employees.
5. Trained and screened volunteers as well as staff can effectively deliver 4-H Youth Development programming.
6. Youth need a sense of belonging, opportunities for generosity, opportunities to gain independence, and opportunities to build mastery to experience positive youth development.
7. The Alabama Cooperative Extension System will continue to receive federal and state matching funds to support work in the 4-H Youth Development priority program area and will continue to fund state and regional specialist positions and regional extension agents who work exclusively in this priority program area.
8. The Urban Youth programming unit will continue to expand and offer programs that are designed to attract and engage urban audiences as a program priority with specific emphasis on life skill enhancement, volunteerism, and youth leadership development.

### 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
2010	77.9	4.4	0.0	0.0
2011	77.9	4.4	0.0	0.0
2012	77.9	4.4	0.0	0.0
2013	77.9	4.4	0.0	0.0
2014	77.9	4.4	0.0	0.0

## V(F). Planned Program (Activity)

### 1. Activity for the Program

Activities planned for Alabama 4-H Youth Development:

**4-H Volunteerism:** Volunteers are vital to thousands of nonprofits and governmental agencies nationwide. As demands on organizations such as Extension have increased and the financial resources available to them have declined, the use of and resources provided to volunteers has become even more critical. Volunteerism through 4-H includes management, recruiting, training, supporting, evaluating, rewarding, retaining, and utilizing volunteers to reach a more diverse youth population with greater programmatic variety and social impact. Volunteerism and youth and adult partnerships foster a sense of BELONGING, one of the key essential elements of youth development. Volunteers provide caring relationships with youth as they learn to set goals, develop critical thinking skills, learn to communicate in a complex world and provide many opportunities for self efficacy. Successes will be measured by volunteer contacts, hours served, clubs chartered, qualitative and quantitative measures such as surveys and focus groups of both youth and adult participants.

**4-H Science Explorations:** To help youth improve literacy, knowledge, skills, and abilities in the sciences and technological applications:

**Science & Technology** – Improves understanding of and appreciation for science and technology and the capacity and ability to utilize related knowledge and skills. Resource Kits and "Challenges" allow youth to learn subject matter and showcase knowledge and skills.

**Natural Resources & Environment** – Offers various learning experiences in the areas of land and water management, outdoor recreation, and the urban environment. Youth critically examine information and make decisions by exploring their options, setting goals, and working together.

**Biological Sciences**– Includes **animal sciences**, providing opportunities for youth to develop leadership and life skills through learning about and caring for animals, animal health, behavior, nutrition, reproduction, breeds, and uses. It also includes **Plant & Soil Sciences**, which engages youth in study of plant growth, nutrients, water and soil in plant growth, and the importance of plants to society.

**4-H Healthy Lifestyles:** 4-H is committed to the physical, mental and emotional health of youth and is a leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety. Four-H activities increase youth knowledge and/or cause action in: healthy lifestyle practices, valuing healthy relationships, improving mental health and managing stress, valuing service and effective consumer practices, adopting risk reducing behaviors to prevent substance abuse, adopting behaviors to maintain personal health and safety and developing appropriate strategies to resolve conflict. The ultimate goal is an increased number of youth that are at a lower risk of serious disease and illnesses - physical/mental/emotional - leading to a reduction in medical costs and greater economic productivity. Programming at the local, regional, and state level through 4-H projects, clubs, school enrichment and other special events and activities supports anticipated outcomes. Success will be measured by qualitative and quantitative measures.

**4-H TGIF (Teens Getting Involved for the Future):** This ETP is designed to address teen health issues since teen pregnancies across Alabama have increased as have STDs and HIV/AIDS. 4-H T.G.I.F. will be delivered as an Extension 4-H community and school-based teen abstinence until marriage program funded by the Alabama Abstinence Until Marriage Education Program (AAEP) of the Alabama Department of Public Health. *Managing Pressures before Marriage* will be taught by Teen Leaders to sixth graders in seven target counties, (see H) during the school year. The goal is to teach and promote abstinence until marriage from sexual activity and to reduce the occurrence of out-of-wedlock sexual activity among adolescents 10-19 years of age, thereby, reduce the occurrence of pregnancy and sexually transmitted disease and the consequent social, psychological and physical problems. Pre/post evaluation instruments designed by AAEP will be used with all program participants. Participants will increase their knowledge, abilities, and commitment to abstain from sexual activity.

**4-H Citizenship & Leadership:** Youth gangs and guerilla movements recognize the capabilities of young people for

leadership and sacrificial service. Citizenship must provide equally challenging, but constructive, opportunities to engage and extend youth capabilities in partnership with adults. Specific issues identified by local advisory councils to be addressed include: lack of communication between adults & youth, lack of opportunities for youth to lead, youth's lack of goals, citizen apathy, loss of work ethic, and insufficient parental involvement. 4-H has a long history of community service (club projects, conference activity, and contest requirements), youth experiences in governance and leadership (club officers, county/regional/state councils, national conference) and youth-adult partnerships (pervasive throughout the 4-H program). Extending these opportunities to more youth is critical. Programming at the local, regional, and state level through 4-H projects, clubs, school enrichment and other special events and activities supports anticipated outcomes. Success will be measured by qualitative and quantitative measures.

4-H Communication and Expressive Arts: The arts are widely recognized as a means of providing not only self expression and emotional well-being, but also as an aid to academic, economic, and personal success. Through this project, youth and adult advisors will be introduced to music, theater, public speaking, and/or the visual arts, with appropriate opportunities to build and demonstrate their artistic growth. Programming at the local, regional, and state level through 4-H project, club, school enrichment and special events and activities supports anticipated outcomes. Success will be measured by qualitative and quantitative measures.

Youth Leadership and Community Service Learning is an educational program established to provide a framework for youth to learn and demonstrate leaderskills through the organization and implementation of community service projects.

Teen Making Impact is an informational and life skill building program that prepare teens with information that support the development of skills for making sound career decisions, engaging in effective communication, pursuing of healthier lifestyles, and understanding of issues that contribute to productive citizenship.

Volunteer In Urban Programs is designed to recruit, enroll and train volunteers for programming targeting urban audiences.

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Education Class</li> <li>● Workshop</li> <li>● Demonstrations</li> <li>● Other 1 (Web Conferencing)</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● TV Media Programs</li> <li>● Newsletters</li> <li>● Other 1 (Newspaper)</li> </ul>

**3. Description of targeted audience**

The primary target audience is youth between the ages of 5 and 18 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
2010	100000	300000	370000	700000
2011	100000	300000	370000	700000
2012	100000	300000	370000	700000
2013	100000	300000	370000	700000
2014	100000	300000	370000	700000



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

**Expected Patent Applications**

**2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0**

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	3	3
2013	0	3	3
2014	0	3	3

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

**1. Output Target**

- Recruit, screen, orient, train, and support volunteers

**2010 :800                      2011 :875                      2012 :950                      2013 :1025                      2014 :1100**

- Club and group organization, management, and reporting

**2010 :329                      2011 :400                      2012 :475                      2013 :525                      2014 :575**

- After School 4-H

**2010 :49                      2011 :69                      2012 :89                      2013 :109                      2014 :129**

- In-school enrichment programs

**2010 :1011                      2011 :1000                      2012 :1000                      2013 :1000                      2014 :1000**

- Operation Military Kids and Military Clubs

**2010 :12                      2011 :15                      2012 :15                      2013 :15                      2014 :15**

- Technology Support and Development (people hours of distance education and training per year)

**2010 :4000                      2011 :4000                      2012 :4000                      2013 :4000                      2014 :4000**

- Grant Development (percent of prorata budget)

**2010 :5                      2011 :6                      2012 :7                      2013 :8                      2014 :9**

- Marketing and Public Relations (media counts, presentations, enews, and newsletters)

**2010 :500                      2011 :500                      2012 :500                      2013 :500                      2014 :500**

- Activity/Event Development and Management

**2010 :400                      2011 :400                      2012 :400                      2013 :400                      2014 :400**

- 4-H Camping and Environmental Education

<b>2010</b> :3500	<b>2011</b> 3500	<b>2012</b> :3500	<b>2013</b> 3500	<b>2014</b> :3500
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- Staff professional development

<b>2010</b> :25	<b>2011</b> 25	<b>2012</b> :25	<b>2013</b> 25	<b>2014</b> :25
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- Positive Youth Development Knowledge and Research (articles, curriculum development, teaching kits)

<b>2010</b> :10	<b>2011</b> 10	<b>2012</b> :10	<b>2013</b> 10	<b>2014</b> :10
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- Leadership and community service programs/institutes

<b>2010</b> 0	<b>2011</b> 0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> 0
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- Teens Making Impact Annual Statewide Conference

<b>2010</b> 0	<b>2011</b> 0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> 0
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- Volunteers In Urban Programs' Annual Statewide Recognition

<b>2010</b> 0	<b>2011</b> 0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> 0
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- Teens Making Impact enrichment groups (after and in-school sessions)

<b>2010</b> 0	<b>2011</b> 0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> 0
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**V(I). State Defined Outcome**

<b>O. No</b>	<b>Outcome Name</b>
1	Youth
2	Youth (random sampling)
3	Youth (random sampling)
4	Youth (random sampling)

**Outcome #1**

**1. Outcome Target**

Youth

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**1000                      **2011 :** 1000                      **2012 :** 1000                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 704 - Nutrition and Hunger in the Population

**Outcome #2**

**1. Outcome Target**

Youth (random sampling)

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**25000                      **2011 :** 25000                      **2012 :** 25000                      **2013 :** 25000                      **2014 :** 25000

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 724 - Healthy Lifestyle

**Outcome #3**

**1. Outcome Target**

Youth (random sampling)

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**5000                      **2011 :** 5000                      **2012 :** 5000                      **2013 :** 5000                      **2014 :** 5000

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 802 - Human Development and Family Well-Being

**Outcome #4**

**1. Outcome Target**

Youth (random sampling)

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**55000                      **2011 :** 55000                      **2012 :** 55000                      **2013 :** 55000                      **2014 :** 55000

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 806 - Youth Development

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

### **1. External Factors which may affect Outcomes**

- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Economy
- 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. Limited resources of participants in some metro locations may hinder travel ability to and from programs and statewide events for urban youth.

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

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

- Before-After (before and after program)
- During (during program)
- After Only (post program)
- Retrospective (post 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.Urban youth programs are administered with pre and post test evaluations which are included in detail for each team project via intranet.

### **2. Data Collection Methods**

- Sampling
- Other (Youth Applications)
- Observation
- Whole population

#### **Description**

We employ a lot of age-appropriate surveys post programming that assess youth and adult perceptions of knowledge, behavior, and attitudes.

**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 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 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 members may 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 than 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%		
	<b>Total</b>	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
2010	20.4	3.0	0.0	0.0
2011	20.4	3.0	0.0	0.0
2012	20.4	3.0	0.0	0.0
2013	20.4	3.0	0.0	0.0
2014	20.4	3.0	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
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Demonstrations</li> <li>● Other 1 (Web Conferencing)</li> <li>● One-on-One Intervention</li> <li>● Group Discussion</li> <li>● Education Class</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Newsletters</li> </ul>

**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
2010	160000	340000	50000	100000
2011	160000	340000	50000	100000
2012	160000	340000	50000	100000
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	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.

2010	2011	2012	2013	2014
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**V(I). State Defined Outcome**

O. No	Outcome Name
1	<p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: 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.</p>
2	<p>Major outcome measures in Human Nutrition, Diet, and Health will be the decrease in diseases which are directly related to nutrition, and the decrease in the percent of obese adults and children. The yearly targets below are percentage decreases in diseases.</p>

**Outcome #1**

**1. Outcome 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

**2010** :18                      **2011** : 18                      **2012** : 18                      **2013** 0                      **2014** :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

**Outcome #2**

**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

**2010** :12                      **2011** : 15                      **2012** : 15                      **2013** 0                      **2014** :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)**

**Program #3**

**1. Name of the Planned Program**

Home Grounds, Gardening, and Home Pests

**2. Brief summary about Planned Program**

a. The mission of the Traditional program area is to teach non-commercial 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 all resources (human, monetary and natural).

b. The Urban Program mission is to use horticulture as a tool to modify youth behavior, improve community development, decrease the incidence of crime, improve the lifestyles of nontraditional farmers and food security and conservation of water resources. Also involved are educational programs in the areas of nontraditional commercial production, noncommercial fruit, nut and vegetable production, ornamental horticulture, landscape plant production, turf production, water quality, waste management, horticulture job training, rainwater collection, horticulture therapy, and farmers' market development.

c. The subject areas covered for all Home Grounds programs include soils and fertility, irrigation systems/water mgt, variety and cultivar selection, harvesting and handling, and pest management (to include insects, weeds, nematodes, and diseases, as well as integrated pest management). The primary educational programs in this Priority Program Area are Master Gardener, Smart Yards, Urban Horticulture Initiatives, New and Nontraditional Horticulture Enterprises, and the Rainwater Collection, Water Conservation and Irrigation Methods Training program.

**3. Program existence :** Intermediate (One to 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%	0%		
111	Conservation and Efficient Use of Water	20%	20%		
125	Agroforestry	0%	10%		
205	Plant Management Systems	40%	33%		
216	Integrated Pest Management Systems	20%	0%		
608	Community Resource Planning and Development	0%	5%		
724	Healthy Lifestyle	0%	2%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	0%	30%		
	<b>Total</b>	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
- Multistate Extension
- Integrated Research and Extension

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

#### 1. Assumptions made for the Program

- a. 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.
- b. 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 benefit individuals and the society as a whole if implemented.

c. 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**

a. The ultimate goal of the Traditional Program is to teach non-commercial gardeners how 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.

b. The ultimate goal of the Urban Program is to teach individuals how to use horticulture as a tool for job training, horticulture therapy, entertainment, behavior modification and income generation.

**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
2010	25.7	4.3	0.0	0.0
2011	25.7	4.3	0.0	0.0
2012	25.7	4.3	0.0	0.0
2013	25.7	4.3	0.0	0.0
2014	25.7	4.3	0.0	0.0

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

**1. Activity for the Program**

a. Master Gardener (MG) is designed to recruit & train volunteer leaders to assist county offices of the ACES in disseminating knowledge and information relative to landscaping and gardening applicable to their area of Alabama.

1) Volunteer training consists of 10 to 14 weeks of training in garden related subjects such as: soil nutrition, pest ID and management, plant ID and management, water management, etc. Classes are a coordinated effort between the REA's, CEC's, County Agents, and various MG associations

2) MG Interns are expected to participate in the state-wide activity, Master Gardener Helpline. There are 14 MG offices in Alabama.

(1) ACES staff build and sustain partnerships with the local MG volunteer associations to maintain their support programs

(2) Printed training materials are provided

(3) A webpage is provided as support for the MG Helpline

(4) A web available database is provided for service records

b. The Alabama Smart Yard (SY) program is created to provide current, research-based instruction through a series of subject-matter workshops. The objective is to provide in-depth instruction related to best management practices; managing pests, water, and soil, plant selection, and other resource inputs that affect both gardening success and surrounding environments. Master Gardeners will conduct demonstrations on the same topics for the public.

1) Under the direction of HGGHP REAs, workshop/demo planning and implementation is a collaborative effort with CECs, Certified MG's, state Extension Specialists and possibly local professional horticultural experts.

c. The Urban Horticulture Initiatives (UHI) program provides horticulture job training, horticulture therapy activities and educational programs. The objective is to use horticulture programs to increase student grades, graduation rates, number of participants getting jobs, tourism, health and well-being, property values, and decrease recidivism.

1) Horticulture therapy programs are conducted to modify behavior of troubled youth and adults to encourage better grades, graduation, obtain skill training and be productive.



- 2) Improve property values and community development by providing horticulture activities for entertainment and education.
- 3) Provide job skill training to residents of halfway houses to reduce recidivism and crime in specific areas and improve property values.

d. The New Nontraditional Horticulture Enterprises (NNHE) program provides training for small scale producers interested in alternative, nontraditional crops or markets. The objective is to increase the income of small scale, specialized producers by diversifying crops, finding alternative water resources, and adopting alternative markets.

- 1) Education, training, publications, field days for producers interested in alternative small-scale production.
- 2) Education and demonstrations about rainwater collection and use for small-scale crop irrigation.
- 3)

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● One-on-One Intervention</li> <li>● Other 1 (Web Conferencing)</li> <li>● Other 2 (Field days)</li> <li>● Demonstrations</li> <li>● Education Class</li> <li>● Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● TV Media Programs</li> <li>● Other 2 (Publications)</li> <li>● Newsletters</li> <li>● Other 1 (blogs)</li> <li>● Web sites</li> </ul>

**3. Description of targeted audience**

- a. MG - The program is specifically designed to train community volunteers who will disseminate research-based information. Master Gardeners are essential to the mission of the ACES
- b. SY - the target audience is non-commercial gardeners
- c. UHI – the target audience will primarily be directed toward troubled youth and adults, elderly (nursing homes), and homeowners.
- d. NNHE – the target audience is small scale and/or limited-resource farmers.
- e. RWC - the target audience is Agents and extension trainers.

**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
2010	4300	1524000	1000	0
2011	4300	1524000	1000	0
2012	4300	1524000	1000	0
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	4	4
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	0	0	0

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

**1. Output Target**

- a. MG = 8. 1) Increase public awareness of resource management related to home gardens, grounds and pests for 1,500 Helpline clients. 2) 500 new volunteers for the ACES (sign the MOA, complete training, report minimum of 50 volunteer hours) 3) 20 volunteer training classes 4) Maintain 14 MG offices to support state-wide Helpline 5) Maintain web based resources for volunteer records (service hours and Helpline call data) 6) Volunteers conduct surveys of Helpline clients 7) Maintain 1,300 partnerships with Certified MG's 8) Encourage 140,000 volunteer service hours with the ACES and in local communities b. SY = 7. 1) 25 Public workshops and demonstrations 2) 1,000 workshop participants 3) 6 Master Gardener volunteer trainings in subjects related to Smart Yards (water management, sustainable practices, IPM) 4) 3 Agent trainings in Smart Yards material 5) Media stories for increased public awareness 6) Printed materials for participants 7) Evaluate workshops & trainings with a pre/post tests c. UHI = 7. 1) 6 Success stories 2) Training materials for employers on the benefits of hiring ex-offenders 3) 1,085 participants 4) Income from plant sales = \$6,000 5) 2 Community gardens 6) 1 Rainwater catchment demo 7) Increased income of producers \$1,000 d. NNHE = 6. 1) 4 Demonstrations 2) 5 Tours 3) 4 workshops 4) 5 news articles 5) 3 field days 6) 6 newsletters e. RWC = 7. 1) Training Document for Rainwater Collection to include handouts, PowerPoint Presentations and training materials 2) One PowerPoint training 3) Rainwater collection publication 1 4) Thirty clientele training sessions 5) Three rainwater collection demonstrations 6) One Rainwater collection website 7) One online publication

**2010** 35

**2011** 0

**2012** 0

**2013** 0

**2014** 0

## V(I). State Defined Outcome

O. No	Outcome Name
1	knowledge gain for MG Intern pre/post tests
2	volunteer support for local ACES programs from Certified MG's
3	volunteers change a resource management habit or start a new management technique in their home landscape
4	Helpline clients try a new management technique in their home landscape
5	knowledge gain for SY wksp/demo participants
6	knowledge gain for SY trainers
7	knowledge gain for UHI participants
8	adoption of rainwater collection system for non commercial garden
9	gallons of community water saved
10	increase UHI's perceived value up 10% from \$41,000
11	new jobs for homeless, ex-offenders, and troubled youth
12	reduce recidivism of criminal ex-offenders %/each/30
13	reduce incarceration costs
14	intermediate behavior change improvement in UHI youth, %/each/175
15	long term behavior change and adoption of water conservation methods by homeowners, %/each/800
16	increase tourism \$ as a result of UHI programs at visitor sites
17	pounds weight loss/person in UHI participants, lb/each/25
18	increase in vegetable consumption in UHI participants, %/each/25
19	increase activity levels in UHI participants, %/each/25
20	expand crop diversity for producers selling at Moulton and Guntersville markets (NNHE program, #crops/each/40
21	increase the acreage of irrigated land in NNHE participants
22	increase sales and profits of vendors at the Guntersville and Moulton markets, \$/yr/30
23	extend market season by 4 weeks for a profit increase, \$/4 wks
24	increase registered honeybee colonies in Morgan and Lawrence Counties
25	increase number of beekeepers
26	increase acreage pollinated, # A/all demonstrators
27	increase honey production by demonstrators, # lb/demonstrator
28	increase income for 7 NNHE demonstrators, \$/all demonstrators
29	improve knowledge and skills of NNHE participants, %/each/225
30	increase the production of crops irrigated with rainwater catchment (long range by 2014), \$/all 20 producers
31	increase the production of high value and organic crops for 20 NNHE producers, %increase or \$1,000
32	gallons of water collected (saved) and used on crops
33	knowledge gain by RWC Trainers (year 1)
34	trainees will conduct workshops throughout Alabama during 2009 and 2010.
35	citizens' knowledge gain about rainwater collection, %/all 500
36	citizen adoption rate of rainwater collection systems
37	gallons of water collected/saved
38	citizens expand or start new edible garden
39	commercial crop production increases in lb/year as a result of catchment water system installation

**Outcome #1**

**1. Outcome Target**

knowledge gain for MG Intern pre/post tests

**2. Outcome Type :** Change in Knowledge Outcome Measure

2010 :30                      2011 : 0                      2012 : 0                      2013 0                      2014 :0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 216 - Integrated Pest Management Systems

**Outcome #2**

**1. Outcome Target**

volunteer support for local ACES programs from Certified MG's

**2. Outcome Type :** Change in Action Outcome Measure

2010 :40                      2011 : 0                      2012 : 0                      2013 0                      2014 :0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 216 - Integrated Pest Management Systems

**Outcome #3**

**1. Outcome Target**

volunteers change a resource management habit or start a new management technique in their home landscape

**2. Outcome Type :** Change in Action Outcome Measure

2010 :500                      2011 : 0                      2012 : 0                      2013 0                      2014 :0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 216 - Integrated Pest Management Systems

**Outcome #4**

**1. Outcome Target**

Helpline clients try a new management technique in their home landscape

**2. Outcome Type :** Change in Action Outcome Measure

**2010 :**1500                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 216 - Integrated Pest Management Systems

**Outcome #5**

**1. Outcome Target**

knowledge gain for SY wksp/demo participants

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**40                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 216 - Integrated Pest Management Systems

**Outcome #6**

**1. Outcome Target**

knowledge gain for SY trainers

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**30                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 216 - Integrated Pest Management Systems

**Outcome #7**

**1. Outcome Target**

knowledge gain for UHI participants

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**0                      **2011 :**0                      **2012 :**0                      **2013 :**0                      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #8**

**1. Outcome Target**

adoption of rainwater collection system for non commercial garden

**2. Outcome Type :** Change in Action Outcome Measure

**2010 :**1                      **2011 :**0                      **2012 :**0                      **2013 :**0                      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 125 - Agroforestry

**Outcome #9**

**1. Outcome Target**

gallons of community water saved

**2. Outcome Type :** Change in Action Outcome Measure

**2010 :**10000                      **2011 :**0                      **2012 :**0                      **2013 :**0                      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water

**Outcome #10**

**1. Outcome Target**

increase UHI's perceived value up 10% from \$41,000

**2. Outcome Type :** Change in Action Outcome Measure

**2010** #100                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #11**

**1. Outcome Target**

new jobs for homeless, ex-offenders, and troubled youth

**2. Outcome Type :** Change in Condition Outcome Measure

**2010** 27                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #12**

**1. Outcome Target**

reduce recidivism of criminal ex-offenders %/each/30

**2. Outcome Type :** Change in Action Outcome Measure

**2010** 25                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #13**

**1. Outcome Target**

reduce incarceration costs

**2. Outcome Type :** Change in Condition Outcome Measure

**2010 :**181200      **2011 :**0      **2012 :**0      **2013 :**0      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #14**

**1. Outcome Target**

intermediate behavior change improvement in UHI youth, %/each/175

**2. Outcome Type :** Change in Action Outcome Measure

**2010 :**33      **2011 :**0      **2012 :**0      **2013 :**0      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #15**

**1. Outcome Target**

long term behavior change and adoption of water conservation methods by homeowners, %/each/800

**2. Outcome Type :** Change in Action Outcome Measure

**2010 :**40      **2011 :**0      **2012 :**0      **2013 :**0      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water

**Outcome #16**

**1. Outcome Target**

increase tourism \$ as a result of UHI programs at visitor sites

**2. Outcome Type :** Change in Condition Outcome Measure

**2010 :**25000      **2011 :**0      **2012 :**0      **2013 :**0      **2014 :**0

**3. Associated Institute Type(s)**

•1890 Extension



**4. Associated Knowledge Area(s)**

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

**Outcome #17**

**1. Outcome Target**

pounds weight loss/person in UHI participants, lb/each/25

**2. Outcome Type :** Change in Action Outcome Measure

**2010** :16                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #18**

**1. Outcome Target**

increase in vegetable consumption in UHI participants, %/each/25

**2. Outcome Type :** Change in Action Outcome Measure

**2010** :40                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #19**

**1. Outcome Target**

increase activity levels in UHI participants, %/each/25

**2. Outcome Type :** Change in Action Outcome Measure

**2010** :50                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems

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

**Outcome #20**

**1. Outcome Target**

expand crop diversity for producers selling at Moulton and Guntersville markets (NNHE program, #crops/each/40

**2. Outcome Type :** Change in Action Outcome Measure

2010	2011	2012	2013	2014
4	: 0	: 0	0	: 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #21**

**1. Outcome Target**

increase the acreage of irrigated land in NNHE participants

**2. Outcome Type :** Change in Action Outcome Measure

2010	2011	2012	2013	2014
2	: 0	: 0	0	: 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #22**

**1. Outcome Target**

increase sales and profits of vendors at the Guntersville and Moulton markets, \$/yr/30

**2. Outcome Type :** Change in Condition Outcome Measure

2010	2011	2012	2013	2014
30000	: 0	: 0	0	: 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #23**

**1. Outcome Target**

extend market season by 4 weeks for a profit increase, \$/4 wks

**2. Outcome Type :** Change in Condition Outcome Measure

2010 :35024                      2011 : 0                      2012 : 0                      2013 : 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #24**

**1. Outcome Target**

increase registered honeybee colonies in Morgan and Lawrence Counties

**2. Outcome Type :** Change in Action Outcome Measure

2010 :10                      2011 : 0                      2012 : 0                      2013 : 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems

**Outcome #25**

**1. Outcome Target**

increase number of beekeepers

**2. Outcome Type :** Change in Action Outcome Measure

2010 :2                      2011 : 0                      2012 : 0                      2013 : 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems

**Outcome #26**

**1. Outcome Target**

increase acreage pollinated, # A/all demonstrators

**2. Outcome Type :** Change in Action Outcome Measure

2010 :15                      2011 : 0                      2012 : 0                      2013 : 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems

**Outcome #27**

**1. Outcome Target**

increase honey production by demonstrators, # lb/demonstrator

**2. Outcome Type :** Change in Action Outcome Measure

**2010** :100                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 205 - Plant Management Systems

**Outcome #28**

**1. Outcome Target**

increase income for 7 NNHE demonstrators, \$/all demonstrators

**2. Outcome Type :** Change in Condition Outcome Measure

**2010** 2975                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #29**

**1. Outcome Target**

improve knowledge and skills of NNHE participants, %/each/225

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** :72                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** :0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 125 - Agroforestry
- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #30**

**1. Outcome Target**

increase the production of crops irrigated with rainwater catchment (long range by 2014), \$/all 20 producers

**2. Outcome Type :** Change in Condition Outcome Measure

**2010 :**10000                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #31**

**1. Outcome Target**

increase the production of high value and organic crops for 20 NNHE producers, %increase or \$1,000

**2. Outcome Type :** Change in Condition Outcome Measure

**2010 :**10                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #32**

**1. Outcome Target**

gallons of water collected (saved) and used on crops

**2. Outcome Type :** Change in Action Outcome Measure

**2010 :**20000                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #33**

**1. Outcome Target**

knowledge gain by RWC Trainers (year 1)

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**30                      **2011 :** 0                      **2012 :** 0                      **2013 :** 0                      **2014 :** 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #34**

**1. Outcome Target**

trainees will conduct workshops throughout Alabama during 2009 and 2010.

**2. Outcome Type :** Change in Action Outcome Measure

2010 30                      2011 : 0                      2012 : 0                      2013 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #35**

**1. Outcome Target**

citizens' knowledge gain about rainwater collection, %/all 500

**2. Outcome Type :** Change in Knowledge Outcome Measure

2010 60                      2011 : 0                      2012 : 0                      2013 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 608 - Community Resource Planning and Development
- 724 - Healthy Lifestyle
- 803 - Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #36**

**1. Outcome Target**

citizen adoption rate of rainwater collection systems

**2. Outcome Type :** Change in Action Outcome Measure

2010 5                      2011 : 0                      2012 : 0                      2013 0                      2014 : 0

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #37**

**1. Outcome Target**

gallons of water collected/saved

**2. Outcome Type :** Change in Action Outcome Measure

**2010** 2000000                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** : 0

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #38**

**1. Outcome Target**

citizens expand or start new edible garden

**2. Outcome Type :** Change in Action Outcome Measure

**2010** 250                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** : 0

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #39**

**1. Outcome Target**

commercial crop production increases in lb/year as a result of catchment water system installation

**2. Outcome Type :** Change in Action Outcome Measure

**2010** :1000                      **2011** : 0                      **2012** : 0                      **2013** 0                      **2014** : 0

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

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

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

**1. External Factors which may affect Outcomes**

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

#### **Description**

Natural disasters, change in economic conditions, change in fiscal or human resources, policy/budgetary changes, population dynamics, competition, etc. – all of these events/conditions affect the personal priorities that influence our clients' decisions which budget their time and money in day-to-day living

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

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

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

#### **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**

- Mail
- Sampling
- Telephone
- On-Site
- Observation
- Tests

#### **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**

The mission of this program area is to assist private landowners and resource managers (e.g., foresters, wildlife biologist, etc.) and the general public in applying research-generated information, and knowledge to enhance and improve their natural resources.

**3. Program existence :** Mature (More than 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%	0%		
124	Urban Forestry	10%	80%		
125	Agroforestry	10%	0%		
134	Outdoor Recreation	25%	10%		
135	Aquatic and Terrestrial Wildlife	15%	10%		
136	Conservation of Biological Diversity	10%	0%		
<b>Total</b>		100%	100%		

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

**1. Situation and priorities**

The American Public Health Association indicates that almost 2/3 U. S. adults and 15 percent of children six-nineteen years of age are overweight. Alabama ranks high among those states with epidemic proportions of obesity. The United Health Foundation rankings for 2007 list Alabama as having an obesity rate of 30.5%, an increase of 12.3% since 1990 to third in the nation. Alabama has a high rate of deaths from cardiovascular disease: 377.4 deaths per 100,000. Overall, the report ranks Alabama 45 out of 50 in healthy lifestyles and outcomes. Sedentary lifestyles are a primary cause of weight gain and other

associated health issues for Alabama youth and adults. Creating a greater appreciation of the physical, emotional, health and social benefits of the great outdoors is an important aspect of S.T.A.R.'s urban forestry outreach. One changing factor in the American landscape over the past fifty years is the reduction in open spaces for people to use for public and private consumption. According to one research scholar, access to physical and visual open spaces is essential for those growing up in the "urban hardscape." Their appreciation of all types of nature should be stronger if their environment includes treeless streets, paved play grounds and unkempt parks and back yards. Older adults engage in better use of neighborhood open space when walking paths have water features, flowers, trees and other greenery. According to scientific studies done at the University of Chicago, Urbana-Champaign, attention restoration and everyday stress reduction are significantly impacted by green views and access to green spaces. Saving Towns thru Asset Revitalization is a statewide asset-based greenspace development project designed to promote the human dimensions of urban forestry and greenspace development. In addition to providing programs to help people live healthier lifestyles, ACES provides research-based information to help people be better stewards of the natural resources in our state. The citizens of Alabama are blessed with a wide array of natural resources. However, many individuals do not feel so blessed and experience damage from certain species. The AL A&M and Auburn University Forestry, Wildlife and Natural Resources team strive to serve all Alabamians, be they a pulpwood cutter, a deer hunter, or an elderly lady who has a problem with a nuisance woodpecker.

**2. Scope of the Program**

- Multistate Extension
- Integrated Research and Extension
- Multistate Integrated Research and Extension
- In-State 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) S.T.A.R. will enable Alabama residents to become more knowledgeable and engaged in natural and built green assets through expanding the number of program offerings that promote outdoor ties; 3) There will continue to be new research-based information in the areas of Forestry, Wildlife, and Natural Resources from Auburn University, Alabama A&M University and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented; 4) 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 client groups how to manage their resources in a way that increase the positive values of an organism or a forest, while reducing the negative values.

**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
2010	20.4	3.8	0.0	0.0
2011	20.4	3.8	0.0	0.0
2012	20.4	3.8	0.0	0.0
2013	20.4	3.8	0.0	0.0
2014	20.4	3.8	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: 1) ETP18A - Saving Towns Through Asset Revitalization (STAR) - U&NNTP: Organization of nontraditional greenspace and human dimension approaches in diverse settings targeting intergenerational audiences; 2) ETP18B - Wildlife Management - 2 broadcategories: wildlife enhancement (e.g., food plots for deer, birdhouses for bluebirds) and wildlife damage management (e.g., squirrels in the attic, beaver flooding timber, feral pigs destroying crops; and 3) ETP18F - Urban and Community Forestry - This ETP will reach out to Alabama communities and citizens interested in developing and/or strengthening an organized approach to city tree management through educational programs, including tours, seminars, workshops and trainings in urban forestry. It targets diverse audiences of professionals, laymen, volunteers and youth, as well as encourages participation in the Tree City, USA program, Arbor Day Contests and observances, Tree & Beautification Board Academy, and other continuing education and professional development offerings. Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Workshop</li> <li>● Other 1 (Web Conferencing)</li> <li>● Demonstrations</li> <li>● One-on-One Intervention</li> <li>● Education Class</li> </ul>	<ul style="list-style-type: none"> <li>● TV Media Programs</li> <li>● Web sites</li> <li>● Newsletters</li> </ul>

**3. Description of targeted audience**

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

**V(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
2010	65000	175200	30000	98000
2011	65000	177000	32600	98000
2012	65000	180000	32600	98000
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	0	0	0

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

**1. Output Target**

- The goal of S.T.A.R. is to promote nature-based opportunities for intergenerational families in urban and community forest settings through outreach efforts with a variety of collaborators and partners. Through the provision of knowledge on the human dimensions of greenspace development, audiences will gain information that will allow them to become more environmentally aware citizens and will enhance their capacity to support organizations and community services that reconnect people to built and natural outdoor forestry and wildlife resources. The following toolkit programs will be used to achieve a greater synergy between curative effects of the social forest on the emotional, economic, psychological, spiritual and social well-being of Alabama residents in nine target counties: \* Using GPS & STAR Geocaching to Promote Physical Activity and Tree Education \* Building Exposure to Nature with Intergenerational Families through Traditional Street Games \* Faith Gardens: A Green Pathway to Community Revitalization \* Promoting Songbird Recovery Project in Under-served Neighborhoods \* Honey Bee Preservation in the Urban Forest \* Monitoring Impact of Human Activity on the Greater Mobile Bay \* Portable SOD Toolkit: Environmental Education for Congested Urban Settings \* Tree City USA: Strengthening Economic Development Efforts in Depressed Communities

**2010** 3200                      **2011** 0                      **2012** :0                      **2013** 0                      **2014** 0

- When Babe Turns to Beast: These workshops are designed to help farmers and landowners manage wild pigs. These feral pigs threaten crops and the ecological balance of Alabama forestland. In Alabama, wild pigs were once limited only to the southwest region of the state; however, they have expanded into virtually all of Alabama's 67 counties. ACES has planned, coordinated, and conducted workshops on feral pig management statewide. The first workshop was in what is considered ground zero--southwest Alabama. The workshop attracted some 50 participants, including farmers. Workshops are planned for next year. These new workshops are designed to show farmers and landowners the best ways to reduce pig numbers.

**2010** :150                      **2011** 0                      **2012** :0                      **2013** 0                      **2014** 0

**V(I). State Defined Outcome**

<b>O. No</b>	<b>Outcome Name</b>
1	A major outcome will be the increase in active, viable county forestry and wildlife committees.
2	Desired outcomes are improved knowledge in the human dimensions of green space development among intergenerational families, enhanced neighborhood participation in urban forestry activities, increased use of environmental stewardship practices and greater engagement with the urban forest as a recreational asset, health and wellness resource and a source of emotional and physical well-being. Knowledge Gained - 90% gain in knowledge of human dimensions of green space development and the importance of the urban forest in post-survey results from workshop/training programs in one or more of the 8 toolkit areas. Change in Behavior - 25% change in behaviors based on application of knowledge gained from S.T.A.R. workshops and training programs in one or more of the 8 toolkit areas. Change in Culture - 15% change in organizational and community functions based on one or more of the toolkit areas.

**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

2010 :50	2011 : 67	2012 : 67	2013 0	2014 :0
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**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**

Desired outcomes are improved knowledge in the human dimensions of green space development among intergenerational families, enhanced neighborhood participation in urban forestry activities, increased use of environmental stewardship practices and greater engagement with the urban forest as a recreational asset, health and wellness resource and a source of emotional and physical well-being. Knowledge Gained - 90% gain in knowledge of human dimensions of green space development and the importance of the urban forest in post-survey results from workshop/training programs in one or more of the 8 toolkit areas. Change in Behavior - 25% change in behaviors based on application of knowledge gained from S.T.A.R. workshops and training programs in one or more of the 8 toolkit areas. Change in Culture - 15% change in organizational and community functions based on one or more of the toolkit areas.

**2. Outcome Type :** Change in Knowledge Outcome Measure

2010 :3200	2011 : 0	2012 : 0	2013 0	2014 :0
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**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

- 124 - Urban Forestry
- 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.)
- Populations changes (immigration,new cultural groupings,etc.)
- Appropriations changes
- Government Regulations
- Competing Public priorities
- Economy
- Public Policy changes

#### **Description**

Any educational endeavor is subject to external factors which may threaten the desired outcomes of a program, and the ACES programs in Forestry, Wildlife, and Natural Resources are certainly no exception. We will adjust our programming to minimize the negative impact of any of the above factors.

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

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

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

#### **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**

- Observation
- On-Site
- Sampling
- Whole population
- Tests

#### **Description**

The evaluation techniques marked above may be used individually to provide formative information to modify materials and/or methods as a program is still being conducted. These same techniques may be used individually or in concert with other methods to provide summative information to determine the success of a program. Based on the information gleaned from the evaluations (formative and summative), the programs may be modified or discontinued. We will take a dynamic approach to programming, assuming the philosophy that a program can always be modified for improvement. The data collection methods and requirements for Extension Team Projects (ETPs) 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 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 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 than 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%		
	<b>Total</b>	100%	100%		



**V(C). Planned Program (Situation and Scope)****1. Situation and priorities**

Foodborne 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.coli 0157: 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 foodborne 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, Alabama A&M University 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
2010	23.6	4.3	0.0	0.0
2011	23.6	4.3	0.0	0.0
2012	23.6	4.3	0.0	0.0
2013	23.6	4.3	0.0	0.0
2014	23.6	4.3	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
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Education Class</li> <li>● Other 1 (Web Conferencing)</li> <li>● One-on-One Intervention</li> <li>● Group Discussion</li> <li>● Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>● Newsletters</li> <li>● Web sites</li> </ul>

**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
2010	34000	142000	21000	87000
2011	34000	142000	21000	87000
2012	34000	142000	21000	87000
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

**2010 :0                                  2011 :0                                  2012 :0                                  2013 :0                                  2014 :0**

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	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.

**2010 3                                  2011 3                                  2012 3                                  2013 0                                  2014 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	<p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: 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.</p>

**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

2010 :400	2011 : 600	2012 : 600	2013 0	2014 :0
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**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

2010 :18	2011 : 18	2012 : 18	2013 0	2014 :0
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**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 than 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%		
<b>Total</b>		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 development and 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](http://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, Alabama A&M University 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
2010	23.6	4.3	0.0	0.0
2011	23.6	4.3	0.0	0.0
2012	23.6	4.3	0.0	0.0
2013	23.6	4.3	0.0	0.0
2014	23.6	4.3	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
<ul style="list-style-type: none"> <li>● Education Class</li> <li>● Workshop</li> <li>● Group Discussion</li> <li>● Demonstrations</li> <li>● Other 1 (Web Conferencing)</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Newsletters</li> </ul>

**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
2010	42000	165000	20000	75000
2011	42000	165000	20000	75000
2012	42000	165000	20000	75000
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	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.

**2010 9**

**2011 9**

**2012 :9**

**2013 0**

**2014 0**

**V(I). State Defined Outcome**

O. No	Outcome Name
<p>1</p> <p>2</p>	<p>A major outcome will be the number of parents who participate in Extension sponsored parenting training.</p> <p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: 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.</p>

**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

**2010** 400                      **2011** : 600                      **2012** : 600                      **2013** 0                      **2014** :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

**2010** 30                      **2011** : 30                      **2012** : 30                      **2013** 0                      **2014** :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 Economic and Community Development base program area and is for all County Extension Coordinators and for Urban Regional Extension Agents working in the area of Workforce and Economic Development as well as for ECD Specialists. All CECs will automatically have an assignment in Economic and Community Development. All CECs, Urban Regional Extension Agents working in this area, and Specialists who support this area will form the Extension Economic and Community Development Team. The mission of this program area is to improve the long-term well-being of all state communities by promoting economic prosperity and improved quality of life. This will be accomplished by a four-pronged approach – education and training, research communication, connections and partnerships, and consultation and engagement. Education & Training: improve the practice of economic and community development in the state through targeted educational programs. Research Communication: disseminate research findings on issues related to economic and community development. Connections and Partnership: facilitate communication, coordination, and partnerships among the state’s economic development community, Extension, and universities. Consultation & Engagement: help build and strengthen economic and community capacity in communities through leadership development, civic engagement, strategic planning, and economic development.

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 community development, leadership training, economic modeling, entrepreneurship and other methods of 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 Economic and Community 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 than 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	15%	10%		
608	Community Resource Planning and Development	55%	50%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	15%	20%		
805	Community Institutions, Health, and Social Services	15%	20%		
	<b>Total</b>	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
2010	23.7	3.9	0.0	0.0
2011	23.7	3.9	0.0	0.0
2012	23.7	3.9	0.0	0.0
2013	23.7	3.9	0.0	0.0
2014	23.7	3.9	0.0	0.0

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

**1. Activity for the Program**

- ETP14B - Cooperatives, Small Business and Entrepreneurship Development - U&NNTP
- ETP14C - Workforce and Economic Development - U&NNTP

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

The activities of the individualized programs include:

- Administer the Alabama Community Leaders Network.
- Provide leadership and support for Alabama Communities of Excellence



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

The primary activities in this area are individualized community, county and regional economic and community development programs plus 2 statewide Extension Team Projects. These ETPs are:

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● One-on-One Intervention</li> <li>● Workshop</li> <li>● Education Class</li> <li>● Demonstrations</li> <li>● Other 1 (Web Conferencing)</li> <li>● Group Discussion</li> <li>● Other 2 (Economic Modeling)</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Newsletters</li> </ul>

**3. Description of targeted audience**

The primary target audiences are current and future 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
2010	130000	530000	25000	100000
2011	130000	530000	25000	100000
2012	130000	530000	25000	100000
2013	130000	530000	25000	100000
2014	130000	530000	25000	100000

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

**Expected Patent Applications**

**2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0**

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	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.

**2010 4                      2011 4                      2012 4                      2013 0                      2014 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	<p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: 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.</p>

**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

**2010** 200                      **2011** : 200                      **2012** : 200                      **2013** 0                      **2014** :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

**2010** 35                      **2011** : 40                      **2012** : 40                      **2013** 45                      **2014** :45

**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**

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

#### **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**

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

#### **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**

- Observation
- On-Site

#### **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 than 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%		
	<b>Total</b>	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 grow 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
2010	12.3	2.8	0.0	0.0
2011	12.3	2.8	0.0	0.0
2012	12.3	2.8	0.0	0.0
2013	12.3	2.8	0.0	0.0
2014	12.3	2.8	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
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● One-on-One Intervention</li> <li>● Education Class</li> <li>● Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Newsletters</li> </ul>



<ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Other 1 (Web Conferencing)</li> </ul>					
<b>3. Description of targeted audience</b> The primary target audience is the general public.					
<b>V(G). Planned Program (Outputs)</b>					
<b>1. Standard output measures</b>					
<b>Target for the number of persons(contacts) to be reached through direct and indirect contact methods</b>					
	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>	
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
2010	20000	80000	8000	40000	
2011	20000	80000	8000	40000	
2012	20000	80000	8000	40000	
2013	0	0	0	0	
2014	0	0	0	0	
<b>2. (Standard Research Target) Number of Patent Applications Submitted</b>					
<b>Expected Patent Applications</b>					
<b>2010 :0</b>	<b>2011 :0</b>	<b>2012 :0</b>	<b>2013 :0</b>	<b>2014 :0</b>	
<b>3. Expected Peer Review Publications</b>					
<b>Year</b>	<b>Research Target</b>	<b>Extension Target</b>	<b>Total</b>		
2010	0	0	0		
2011	0	0	0		
2012	0	0	0		
2013	0	0	0		
2014	0	0	0		
<b>V(H). State Defined Outputs</b>					
<b>1. Output Target</b>					
<ul style="list-style-type: none"> <li>● 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.</li> </ul>					
<b>2010 4</b>	<b>2011 4</b>	<b>2012 4</b>	<b>2013 0</b>	<b>2014 0</b>	

**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	<p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: 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.</p>

**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

2010 :500                      2011 : 500                      2012 : 500                      2013 0                      2014 :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

2010 :18                      2011 : 18                      2012 : 18                      2013 0                      2014 :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 than 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%		
111	Conservation and Efficient Use of Water	5%	5%		
205	Plant Management Systems	50%	50%		
215	Biological Control of Pests Affecting Plants	10%	10%		
216	Integrated Pest Management Systems	10%	10%		
	<b>Total</b>	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**

- Integrated Research and Extension
- Multistate Extension
- In-State 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, Alabama A&M University 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
2010	11.7	0.0	0.0	0.0
2011	11.7	0.0	0.0	0.0
2012	11.7	0.0	0.0	0.0
2013	11.7	0.0	0.0	0.0
2014	11.7	0.0	0.0	0.0

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

**1. Activity for the Program**

Planned program activities in this area will be multi faceted to meet the needs of this diverse program area.ETP's (Extension Team Projects) will be developed based on stakeholder input  
 Water conservation and proper use of irrigation in commerical horticultural crops- workshops, demonstrations  
 Grower commodity meetings covering nursery, greenhouse, turf, fruits, and vegetables.  
 Horticulture training for Extension faculty and Master Gardeners, ex. Home Grounds Team, Master Gardener Lectures, Advanced Master Gardener Lectures  
 On-farm demonstrations related to pest management, cultural practices, and new cultivars  
 Multi-state conferences for traditional and non-traditional clientele  
 Commercial horticulture integrated pest management thrust - Web Conference IPM strategies, Monitoring and management of fruits and vegetables pest education  
 Asian Citrus Pysllid and Citrus Greening Disease education and management

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● One-on-One Intervention</li> <li>● Group Discussion</li> <li>● Education Class</li> <li>● Workshop</li> <li>● Demonstrations</li> <li>● Other 1 (Web Conferencing)</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Newsletters</li> </ul>

**3. Description of targeted audience**

The primary target audience is commercial horticulture 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
2010	31000	97000	2000	6000
2011	31000	97000	2000	6000
2012	31000	97000	2000	6000
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	3	3
2011	0	4	4
2012	0	4	4
2013	0	0	0
2014	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.

2010 2                      2011 2                      2012 2                      2013 0                      2014 0

- Asian Citrus Psyllid and Citrus Greening Disease Management

2010 3                      2011 3                      2012 3                      2013 3                      2014 3

- Water conservation through irrigation design and technology

2010 5                      2011 5                      2012 5                      2013 5                      2014 5

- In-state educational meetings

2010 10                      2011 10                      2012 10                      2013 10                      2014 10

- On-farm demonstrations in pest management, new cultivar evaluations, and cultural practices

2010 6                      2011 6                      2012 6                      2013 6                      2014 6



- Horticulture training for Extension faculty and Master Gardeners in fruits, vegetables, turf, and ornamentals

<b>2010</b> .15	<b>2011</b> .15	<b>2012</b> .15	<b>2013</b> .15	<b>2014</b> .15
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- Multi-state planning and implementation of commodity meetings for experienced and novice producers

<b>2010</b> 0	<b>2011</b> 0	<b>2012</b> .0	<b>2013</b> 0	<b>2014</b> 0
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- On farm consulting

<b>2010</b> 500	<b>2011</b> 500	<b>2012</b> .500	<b>2013</b> 500	<b>2014</b> 500
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**V(I). State Defined Outcome**

<b>O. No</b>	<b>Outcome Name</b>
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.
2	Water conservation and proper irrigation design and scheduling
3	Commodity educational meetings
4	Extension faculty and master gardener training
5	On-farm demonstrations
6	Multi-state commodity meetings
7	Asian citrus psyllid and citrus greening disease education and management

**Outcome #1**

**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

**2010 :**15                      **2011 :** 20                      **2012 :** 20                      **2013 :** 0                      **2014 :** 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**

Water conservation and proper irrigation design and scheduling

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**100                      **2011 :** 100                      **2012 :** 100                      **2013 :** 100                      **2014 :** 100

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water

**Outcome #3**

**1. Outcome Target**

Commodity educational meetings

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :**2500                      **2011 :** 2500                      **2012 :** 2500                      **2013 :** 2500                      **2014 :** 2500

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #4**

**1. Outcome Target**

Extension faculty and master gardener training

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** :300                      **2011** : 300                      **2012** : 300                      **2013** 300                      **2014** :300

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems

**Outcome #5**

**1. Outcome Target**

On-farm demonstrations

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** 200                      **2011** : 200                      **2012** : 200                      **2013** 200                      **2014** :200

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #6**

**1. Outcome Target**

Multi-state commodity meetings

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** 2500                      **2011** :2500                      **2012** : 2500                      **2013** 2500                      **2014** :2500

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #7**

**1. Outcome Target**

Asian citrus psyllid and citrus greening disease education and management

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** :350                      **2011** : 350                      **2012** : 350                      **2013** 350                      **2014** :350

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 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**

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

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

**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 than 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
205	Plant Management Systems	15%	0%		
216	Integrated Pest Management Systems	5%	0%		
301	Reproductive Performance of Animals	5%	10%		
302	Nutrient Utilization in Animals	20%	20%		
303	Genetic Improvement of Animals	10%	20%		
307	Animal Production Management Systems	20%	20%		
311	Animal Diseases	20%	20%		
315	Animal Welfare, Well-Being and Protection	5%	10%		
	<b>Total</b>	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

- Multistate Extension
- In-State Extension
- Integrated Research and 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, Alabama A&M University 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
2010	23.5	3.5	0.0	0.0
2011	23.5	3.5	0.0	0.0
2012	23.5	3.5	0.0	0.0
2013	23.5	3.5	0.0	0.0
2014	23.5	3.5	0.0	0.0

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

**1. Activity for the Program**

The primary activities in this area are 5 statewide Extension Team Projects. These are:

- ETP11A - Dogs as Companion Animals - U&NNTP
- ETP11B - Goat, Sheep and Rabbit Production Systems - U&NNTP
- ETP11C - Beef Cattle Performance Programs to Enhance Profitability
- ETP11H - Forage based Livestock Production
- ETP11M - Master Meat Goat Herdsman Program - 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
<ul style="list-style-type: none"> <li>● Other 1 (Web Conferencing)</li> <li>● Demonstrations</li> <li>● Education Class</li> <li>● Group Discussion</li> <li>● Workshop</li> <li>● One-on-One Intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Newsletters</li> <li>● Web sites</li> </ul>

**3. Description of targeted audience**

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

Tertiary target audience is horse and dog owners.

**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
2010	92000	320000	12000	40000
2011	92000	320000	12000	40000
2012	92000	320000	12000	40000
2013	92000	320000	12000	40000
2014	92000	320000	12000	40000

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	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.

2010 8                      2011 9                      2012 :9                      2013 9                      2014 9

**V(I). State Defined Outcome**

<b>O. No</b>	<b>Outcome Name</b>
1	<p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: 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.</p>

**Outcome #1****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

2010 :15

2011 : 15

2012 : 15

2013 :15

2014 :15

**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.)
- Competing Programmatic Challenges
- Government Regulations
- Appropriations changes

**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**

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

- Observation
- On-Site

### 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**

The Agronomic Crops Priority Program Area is an integral part of the national Agricultural base program area. The Extension Agronomic Crops Team is made up of regional county agents, county extension coordinators, specialists, and supporting staff. The primary effort of this program priority area is to educate those involved in all areas of production row crop agriculture on management goals by utilizing research-based knowledge. These goals have been developed after many years of experience with clientele, on-farm contacts, result demonstrations, and experiment station and laboratory research trials by research colleagues across the world. The underlying principle of this planned program is to ensure that the industry is centered upon field crop production practices that are based on proven "best management practices" shown to be environmentally sound and economically sustainable. Subject matter expertise areas in this program area include but are not limited to soils and fertility, land preparation, tillage systems and equipment, irrigation management, crop variety, hybrid, and cultivar selection, harvesting and handling, pest management including insects, weeds, nematodes, diseases, and integrated pest management, precision agriculture, farm safety, biotechnology, and best management 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, nutrient and waste management, and youth development as the need arises. Team members will have academic training and/or practical experience and knowledge in agronomy, plant sciences, plant pathology, entomology, weed science, or some other closely aligned field of expertise.

**3. Program existence :** Mature (More than 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	15%	15%		
111	Conservation and Efficient Use of Water	10%	10%		
205	Plant Management Systems	15%	15%		
211	Insects, Mites, and Other Arthropods Affecting Plants	15%	15%		
212	Pathogens and Nematodes Affecting Plants	10%	10%		
213	Weeds Affecting Plants	15%	15%		
215	Biological Control of Pests Affecting Plants	5%	5%		
216	Integrated Pest Management Systems	15%	15%		
	<b>Total</b>	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 over \$500 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.

The Agronomic Crops Team is an interdisciplinary effort of agronomists, agricultural engineers, entomologists, plant pathologists, and research faculty aimed at providing educations and outreach programs. The target clientele of this program is considered a "traditional" agricultural audience composed of county agents, crop consultants, producers, industry representatives, and state and national cotton interests. In addition, our clientele includes private citizens who are involved in the production industry or where there are concerns at the farm/urban interface. 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 bioenergy 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. Extension Team Projects (ETPs) were first developed by the Alabama Cooperative Extension System (ACES) in 1997-98 to provide central educational programming in several emphasis areas. The primary programming

objectives of this program are: 1) to develop and maintain profitable and environmentally sustainable crop production systems; 2) to ensure safe, environmentally sound pest management practices for Alabama row crop production; 3) to improve business decision-making skills to ensure viable food and fiber resources for future generations; 4) to increase use of emerging technology in production systems; and 5) to equip managers to operate in a market-driven economy where commodity and input prices are in constant flux. It has been shown that the management practices and decisions made by the producers on local farms have a significant impact not only on local economies, but on the environmental and water quality of Alabama and the neighboring states as well. In this way, all Alabama citizens are impacted either directly or indirectly by decisions and management practices of Alabama row crop producers. Alabama row crop producers rely on information and recommendations from ACES and are eager to implement research-based practices that will ensure a safe, renewable food and fiber supply for their children, grandchildren, and citizens of the state.

**2. Scope of the Program**

- Multistate Extension
- Multistate Integrated Research and Extension
- Integrated Research and Extension
- In-State 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 integral component of Alabama’s agricultural economy as a source of revenue and support for local, rural communities and as an important domestic source of food and fiber for its citizens statewide;
2. Agronomic crops will continue to be a primary program area addressed in future U.S. Farm Bills;
3. Auburn University, Alabama A&M University, and other land-grant universities across the U.S. will continue to provide research-based information to the citizens and crops industry including producers, consumers, and associated private enterprises;
4. The Alabama Cooperative Extension System will continue to receive adequate federal and state matching funds to support work in the Agronomic Crops program priority area, and will also continue to fund state and regional extension agents, county extension agents, and specialists who work exclusively in this priority area.

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

- 1- The ultimate goal of the Agronomic Crops Program Priority Team is to provide research-based crop production management tools to ensure that Alabama row crop production is economically and environmentally sustainable for state and local communities and consumers of food and fiber;
- 2- In addition, the Agronomic Crops Program Priority Team is committed to program development and delivery that will ensure a safe, sustainable domestic food and fiber supply for Alabama citizens and to ensure that there will be for future generations.

**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
2010	22.7	0.0	0.0	0.0
2011	22.7	0.0	0.0	0.0
2012	22.7	0.0	0.0	0.0
2013	22.7	0.0	0.0	0.0
2014	22.7	0.0	0.0	0.0



## V(F). Planned Program (Activity)

### 1. Activity for the Program

Extension Team Projects (ETP) are individual programs that target specific areas of relevance and interest to the agronomic crops community. Regional extension agents, county extension agents, and specialists are required to devote at least 50% of their Extension appointment directly to specific ETPs. Each participant is also required to file an annual report on their activities with those projects for which they are participants. Efforts that are not devoted specifically to an ETP are reported under the Agronomic Crops Program Priority Area (PPA). Agronomic Crops ETPs include:

ETP 10B Geospatial Education Program: The use of geospatial technologies as a resource to Extension and University personnel, Alabama producers, and the general public continues to grow. The purpose of the Geospatial Technologies ETP is to educate extension personnel in the use of geospatial technologies including global positioning system (GPS) hardware, geographic information systems (GIS), and remote sensing. The ETP will include a combination of an in-service training session and self-paced, online tutorials to achieve the project goals.

ETP 10C Sustainable Peanut Production in Alabama: Peanuts are planted and managed each year on approximately 195,000 acres in Alabama. Peanut acreage is expanding from the traditional ten counties in southeast Alabama into central, west, and southwest Alabama. Recent development of a peanut industry into the non-traditional areas accounts for 30 percent of the acreage and perhaps 40 percent of the tonnage produced. Some of the production challenges in the non-traditional belt are different from those in southeast Alabama and some of the problems such as peanut root knot nematodes are not present in southwest Alabama. The Alabama Ag Statistics Service now identifies peanuts in 33 counties and supporting industries now account for approximately \$900 million of value-added income to the state. Expertise from many diversified disciplines is involved in peanut production. These include but are not limited to integrated pest management, agronomy and soil interrelations, development and verification of new production technologies, irrigation and water quality protection, soil conservation, sustainable production, and economic survival. Peanuts are an integral part of over 3,500 Alabama farms. This ETP will allow agents and specialists to keep abreast of the latest production and marketing techniques. Specialists will conduct educational outreach trials and demonstrations on the Wiregrass Research and Extension Center, the Gulf Coast Research and Extension Center, and on producer's farms. In-service training sessions, scout training schools, multi-county peanut production meetings, and on-farm county peanut meetings will be held throughout the year.

ETP 10E Herbicide Resistance Management Program: This project is designed to educate farmers about the threat of herbicide resistant weeds in their row crops and also act as an early detection system to try and limit the spread of herbicide resistant weeds in Alabama. The proper use of herbicides, sprayer calibration, and crop rotation benefits will be the focus of the project. It will provide a method for farmers to report weeds in their fields that they think are resistant to foliar herbicides such as glyphosate (Roundup, etc.). This herbicide is currently used on greater than 80 percent of our row crop acres. The entire state will be covered by this project. Herbicide resistant weeds have the potential to dramatically increase weed control costs (\$15-20 per acre estimate) for Alabama farmers. Success of the project will be determined by how well we are able to limit the spread of herbicide resistant weeds in Alabama. Pigweed is a major concern to Alabama farmers since a resistant species currently infests several fields in South Georgia. The ultimate goal of this ETP is to rapidly detect and limit the spread of herbicide resistant weeds by educating the farmers in methods designed to slow and/or prevent the occurrence and spread of herbicide resistant weeds. Herbicide resistance could cost Alabama cotton farmers alone over \$8,000,000 per year.

ETP 10F Rapid Response Program: Farmers that are facing extreme financial hurdles continue to turn to ACES Agents and specialists for unbiased research-based information and advice. Sometimes these contacts are face-to-face, but can also occur over a telephone, radio, or even the Internet. These contacts commonly pay large dividends to farmers in financial terms as well as in dealing with government programs and environmental issues. Agents must respond and provide recommendations or access to someone who can. These situations have for years been a major part of every agricultural agent's programming but have often been poorly represented in program planning and results reporting. This ETP involves in-service training for those who make these recommendations to augment their ability to meet the needs of farmers, and it will document outcomes of these contacts. This ETP will serve as a cohesive programming effort to document activities that result in direct economic benefit for agronomic crop producers.

ETP 10G Asian Soybean Rust Project: Asian soybean rust is a relatively new disease in the United States and soybeans are very susceptible to this fungal pathogen. This project consists of a season-long monitoring program that provides an early warning system for soybean growers in Alabama and the Southeast. The project consists of team members monitoring soybean

sentinel plots located throughout the state. When soybean rust is detected in a sentinel plot, soybean growers will be alerted of its presence via the Auburn University Soybean Rust Hotline and through the USDA-Soybean Rust Website. The project is focused on providing growers timely information about the spread of the disease allowing them to make sound management decisions that are practical and economical.

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● One-on-One Intervention</li> <li>● Other 1 (Web Conferencing)</li> <li>● Demonstrations</li> <li>● Group Discussion</li> <li>● Education Class</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● TV Media Programs</li> <li>● Newsletters</li> </ul>

**3. Description of targeted audience**

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

**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
2010	56000	210000	4500	16500
2011	56000	210000	4500	16500
2012	56000	210000	4500	16500
2013	0	0	0	0
2014	0	0	0	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	2	2	4
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	0	0	0

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

**1. Output Target**

- Several outputs will be generated by this project including distribution of state and region-wide information on the occurrence of Asian soybean rust, insect pest management, field crop diseases, and potential herbicide resistance in crops around the state. Alternative control measures will be developed to reduce the impact of the problem pests on the current crop. Recommendations for a management plan for agronomic row crops will be developed. Several methods of notification (e-mail, Timely Information Sheets, articles in the popular press, etc.) will be used to disseminate information. Meetings, conferences, and trainings throughout the year will include resistant weed management, geospatial and precision agriculture information, soil fertility and fertilizer management, and in-season tours and field days will be used to provide local information on the problem. Other methods such as printed articles and web-site information will be distributed through e-mail and website publications to inform the farming community. Specific outputs will include: 1- In-service training meetings for target audiences and on-farm visits for cotton, soybean, Asian soybean rust, peanuts, field corn, and small grains production; precision agriculture techniques including geospatial technologies, herbicide resistance as well as integrated management of insect pests; 2- Response via phone, e-mail, internet, and on-farm visits at the request of the producer to diagnose and deliver agronomic crop production recommendations; 3- Information posted on the agronomic crops and the national Asian soybean rust website (i.e., [www.alabamacrops.com](http://www.alabamacrops.com)) and through the Auburn University Soybean Rust telephone hotline; 4- Publications like the 2009 IPM Guides and demonstration results reports for use by clientele groups; 5- Hard copy publications for use in production meetings and trainings where deemed appropriate; 6- Establishment of disaster responses when a natural environmental disaster occurs.

**2010 5**

**2011 5**

**2012 :5**

**2013 5**

**2014 5**

**V(I). State Defined Outcome**

O. No	Outcome Name
1	Members of the ACES Agronomic Crops team is required to provide a success story on an annual basis describing the program activity which they felt best demonstrated the impacts of their work. These success stories contain the following elements: 1) why the program was conducted or the situation/problem that was addressed; 2) specifically what and how it was done; 3) the time period involved; 4) the specific locations involved; 5) who was impacted; 6) how many people were served; and 7) the final impacts.
2	Short-term outcomes: The most immediate outcomes are: 1) to document the direct positive financial impact that our agents and specialists have on our clientele and their farming operations. For example, advice that leads a producer to consider a higher-yielding crop variety, use of available animal manures for fertilizer, or increased efficiency from prescription site-specific management of agricultural chemicals, seeding or fertilizers can result in increased income totaling millions of dollars across the state; and 2) to provide research information and recommendations that allow producers to control pests only when needed and save them money on unnecessary treatments or save their crop from destruction. In addition, directing producers to sustainable IPM for weeds, insects, and diseases can have a major positive impact on lessening the costs associated with herbicide resistant weeds, insecticide resistant insect pests, and devastating crop diseases such as Asian soybean rust.
3	Long-term outcomes: The long-term outcomes of the Agronomic Crops Extension program are: 1) to ensure the long-term economic viability of Alabama row crop producers; 2) to ensure that there is a stable, domestic source of food and fiber for the citizens of Alabama and their future generations; 3) to ensure that there will continue to be row crop farms operating in the state for many generations to come; 4) to ensure that the recommendations and resulting decisions that are made by the row crop industry in the state is environmentally and economically sustainable; 5) to ensure that the activities and outputs generated by the practices investigated and recommended by this team will benefit and serve to conserve natural resources for all agricultural and general citizen audiences

**Outcome #1**

**1. Outcome Target**

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

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** :15                      **2011** : 20                      **2012** : 20                      **2013** :12                      **2014** :12

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 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
- 216 - Integrated Pest Management Systems

**Outcome #2**

**1. Outcome Target**

Short-term outcomes: The most immediate outcomes are: 1) to document the direct positive financial impact that our agents and specialists have on our clientele and their farming operations. For example, advice that leads a producer to consider a higher-yielding crop variety, use of available animal manures for fertilizer, or increased efficiency from prescription site-specific management of agricultural chemicals, seeding or fertilizers can result in increased income totaling millions of dollars across the state; and 2) to provide research information and recommendations that allow producers to control pests only when needed and save them money on unnecessary treatments or save their crop from destruction. In addition, directing producers to sustainable IPM for weeds, insects, and diseases can have a major positive impact on lessening the costs associated with herbicide resistant weeds, insecticide resistant insect pests, and devastating crop diseases such as Asian soybean rust.

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** :100000000                      **2011** : 100000000                      **2012** : 100000000                      **2013** :100000000                      **2014** :100000000

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 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
- 216 - Integrated Pest Management Systems

### **Outcome #3**

#### **1. Outcome Target**

Long-term outcomes: The long-term outcomes of the Agronomic Crops Extension program are: 1) to ensure the long-term economic viability of Alabama row crop producers; 2) to ensure that there is a stable, domestic source of food and fiber for the citizens of Alabama and their future generations; 3) to ensure that there will continue to be row crop farms operating in the state for many generations to come; 4) to ensure that the recommendations and resulting decisions that are made by the row crop industry in the state is environmentally and economically sustainable; 5) to ensure that the activities and outputs generated by the practices investigated and recommended by this team will benefit and serve to conserve natural resources for all agricultural and general citizen audiences

#### **2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** 200000000      **2011** :200000000      **2012** :200000000      **2013** 200000000      **2014** :200000000

#### **3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

#### **4. Associated Knowledge Area(s)**

- 102 - Soil, Plant, Water, Nutrient Relationships
- 111 - Conservation and Efficient Use of Water
- 205 - Plant Management Systems
- 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
- 216 - Integrated Pest Management Systems

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

#### **1. External Factors which may affect Outcomes**

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

#### **Description**

There are numerous external factors that can impact the planned outcomes of the Agronomic Crops program. Programs within this group are built around the knowledge that external factors are always changing for producers and that it is our charge to help them adapt to those changes. The external factors include but are not limited to: natural environmental disasters, input costs, commodity prices, Farm Bill regulations, the economic environment across the world, technology introduction and adoption rates, associated costs of production, and many others that are unforeseen. Inclement weather conditions (hurricanes, tropical storms, droughts, etc.) can affect erosion, runoff, and movement of water-borne sediments within the environment. The

overall impact can result in its affecting water quality, crop planting, grow and development during the season, and ultimately may reduce crop yields and revenue. Inclement weather can increase the spread of herbicide resistant pigweed, since high winds generated by such weather systems and moving from the east into Alabama from Georgia may move pollen from resistant plants hundreds of miles, as well as enhance the infection environment for the Asian soybean rust across the state. The results of large spread weather disasters can impact production and the general citizenry over an entire region of several states.

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

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

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

#### **Description**

To this end, ETP participants will be required to at least 3 examples that: 1) Show the responsiveness of the Alabama Cooperative Extension System to clientele needs as it relates to agronomic crop producers including cotton, field corn, peanuts, and small grains, soybeans; 2) Document direct positive impact on a producer or local production area as a result of their interaction with those producers. This will include acreage and financial information as supporting evidence; 3) Can be translated to show a positive impact on a larger geographic area or to the greater public in general; 4) The metric for measuring the outcome of the ETP will be the number of REAs and other Extension personnel who incorporate information and technologies into their own programming efforts. In addition, an attempt will be made to measure the number of Extension clientele who benefit from the training provided to Extension personnel. The benefit may come in the form of the adoption of information or in the assistance of its use.

### **2. Data Collection Methods**

- Observation
- On-Site
- Mail
- Unstructured
- Sampling

#### **Description**

Data Collection: Survey and interview data will be collected by participants who serve leadership roles within specific extension team projects and programs. Survey instruments will be developed by programming leaders and supporting committees and tailored to fit the interaction dynamics of the program, whether in a formal group or individual informal setting. Participants will keep the following records or data: Note: these data will be in very concise format and in table form where possible. 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); 2. For regional or county field tours: define the areas of interest (subject areas) represented, provide input to organizers for ensuring relevance to producers, contact key producers in their county or region, determine the predicted economic impact of the information gained; 3. For on-farm trials and demonstrations: determine problem areas through personal contacts or surveys within their county or region, work with area specialists, state specialists, regional agents, or CECs to determine the success of demonstrations and programs conducted to solve those problems or to develop expertise in new technology.

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

**Program #12**

**1. Name of the Planned Program**

Farm Management and Agricultural Enterprise Analysis

**2. Brief summary about Planned Program**

This priority program area is an educational-service program designed to assist farmers in Alabama's 67 counties plus 6 Florida counties with improved record keeping, management, and decision-making to promote efficiency, profitability, and survivability of farms and viability of the farm and agribusiness sectors. Participating farm entities assemble and maintain complete and accurate farm business records. Economists oversee this process plus compile and analyze resulting information to develop standard financial and business analysis reports. Participating farm managers meet regularly with an economist for assistance with business record keeping and discussion of analysis of analytical data relative to problems, opportunities, and potential impacts, including profit potential and decision making relative to income tax consequences and estate planning and management. Economists counsel participating farmers so they use the business reports to make informed decisions to improve the efficiency and profitability of their farms. An Annual Summary Report is published from participating farmer data. This publication provides data for major agricultural enterprises produced in the State by major production areas. It provides benchmark data which is useful to both participating and other farmers plus lenders; governmental authorities; farm commodity organizations; tax consultants; accountants; teaching, research, and extension faculty; etc. Economists strive to address issues identified by these and other clientele so as to improve profitability of the farm sector and thus promote the viability of the farm and agribusiness sectors.

**3. Program existence :** Mature (More than 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
601	Economics of Agricultural Production and Farm Management	45%	0%		
602	Business Management, Finance, and Taxation	35%	0%		
605	Natural Resource and Environmental Economics	10%	0%		
801	Individual and Family Resource Management	10%	0%		
	<b>Total</b>	100%	0%		

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

**1. Situation and priorities**

Currently, there are 43,000 farms in Alabama with 8.6 million acres in production. Value of crops sold, including nursery and greenhouse production, is \$590 million and value of livestock, poultry, and their products is \$2.68 billion, for a total



contribution of \$3.27 billion. Thus, agribusiness is extremely important to Alabama's economy. Since farms are the base of this system, their profitability and viability have important impacts on local and State employment levels and economies. Farm economists use their expertise, experiences, and detailed data from about 275 farms to develop financial statements and relationships to analyze farm efficiency and profitability. Availability of this information and the knowledge and expertise of the economists will improve decision making by farmers, on-farm resource allocation will be more efficient, and viability of the farm and agribusiness sectors will be enhanced. Also, educational efforts by economists to the various clientele groups will enable those who serve farmers to provide better service.

**2. Scope of the Program**

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

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

**1. Assumptions made for the Program**

- Farmers will continue to see the value of Farm Analysis and will continue to support their respective associations through membership and provision of data and payment of membership fees which partially support economists.
- The Alabama Cooperative Extension System will continue to receive sufficient Federal and State matching funding to support the priority program area and extension economists.
- The farm sector will continue to be a viable career alternative for our young people.
- We will be able to attract quality individuals to serve as economists for the Farm Analysis Associations.

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

The ultimate goal of this program is to assist farmers in making the very best decisions possible relative to their farm operations at a point in time, given their resource availability and constraints; available technologies and markets; personal goals and aspirations; farm, tax, and related policies; and related legal and legislative environments. Thus, hopefully, they will be profitable and viable over the short and long terms.

**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
2010	8.2	0.0	0.0	0.0
2011	8.2	0.0	0.0	0.0
2012	8.2	0.0	0.0	0.0
2013	8.2	0.0	0.0	0.0
2014	8.2	0.0	0.0	0.0

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

**1. Activity for the Program**

The primary activities in this area are conducted relative to one Extension Team Project:ETP16D, Agricultural Business Management and Profitability. Detailed descriptions of the activities of this project are available on the ACES Intranet. In summary, Economists work with the Farm Analysis cooperators to assemble and maintain accurate farm records. They compile and analyze these records and develop standard financial and business statements. They advise cooperators relative to their operations in areas such as feasibility of alternative enterprise mixes, alternative technologies, alternative markets and methods, and alternative resource mixes. Consideration is given to impacts on efficiency, finance, taxation, income, and estate

planning. Individual farm level data are compiled into Association and State Summaries which focus on major farm enterprises in the State and major production areas. Analyses are provided for lower, middle, and upper thirds of farms so as to isolate practices and conditions that might relate to particular farms being better or worse than others. The better farms can potentially serve as benchmarks for other farms. Information and knowledge gained from working with participating farmers is used to advise others who might be interested in particular practices, technologies, or conditions that promote efficiency and profitability. Basically, the program involves much real world, one-on-one education and advisement.

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Other 1 (Electronic interaction)</li> <li>● One-on-One Intervention</li> <li>● Other 2 (Web conferencing)</li> <li>● Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Web sites</li> <li>● Other 1 (Blogging-social networking)</li> <li>● Newsletters</li> </ul>

**3. Description of targeted audience**

Primary focus and interaction is on cooperators in the State's four Farm Analysis Associations. However, data and information from these contacts will be used in conjunction with knowledge and expertise of Economists to guide and advise numerous other clientele, including but not limited to: other farmers; lenders; governmental authorities; tax consultants and accountants; research, teaching, and extension faculty; and leadership of agricultural commodity organizations. This program involves much education and training in farm management in the most broad terms, including decision making related to feasibility of enterprises, enterprise mixes, technologies, and/or alternative markets and methods; resource allocations; financial considerations; tax issues and ramifications; estate tax issues and ramifications; and family living conditions.

**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
2010	8000	20000	100	500
2011	8000	20000	100	500
2012	8000	20000	100	500
2013	8000	20000	100	500
2014	8000	20000	100	500

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	0	0
2011	0	0	0
2012	0	0	0
2013	0	0	0
2014	0	0	0

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

**1. Output Target**

- Direct advisement and counselling of roughly 275 association members.

**2010** 275                      **2011** 278                      **2012** :280                      **2013** 280                      **2014** 280

- Advise and counsel other, non-member, clientele

**2010** 600                      **2011** 600                      **2012** :600                      **2013** 600                      **2014** 600

- Publish Annual Summaries

**2010** 3                      **2011** 3                      **2012** :3                      **2013** 3                      **2014** 3

- Participate in tax and commodity meetings

**2010** 30                      **2011** 30                      **2012** :30                      **2013** 30                      **2014** 30

- Indirect impacts on decisions of those who attend meetings, read publications, and/or review blog listings or newsletters.

**2010** 6000                      **2011** 6000                      **2012** :6000                      **2013** 6000                      **2014** 6000

**V(I). State Defined Outcome**

<b>O. No</b>	<b>Outcome Name</b>
1	Contacts will better understand the farm decision environment.
2	Direct and indirect contacts will make better, more informed, decisions.

**Outcome #1**

**1. Outcome Target**

Contacts will better understand the farm decision environment.

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** 900                      **2011** : 900                      **2012** : 900                      **2013** 900                      **2014** :900

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

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

**Outcome #2**

**1. Outcome Target**

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

**2. Outcome Type :** Change in Action Outcome Measure

**2010** 6500                      **2011** : 6500                      **2012** : 6500                      **2013** 6500                      **2014** :6500

**3. Associated Institute Type(s)**

•1862 Extension

**4. Associated Knowledge Area(s)**

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

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

**1. External Factors which may affect Outcomes**

- Appropriations changes
- Natural Disasters (drought,weather extremes,etc.)
- Government Regulations
- Public Policy changes
- Competing Public priorities
- Economy
- Other (Participation of farmers in Asso)
- Competing Programmatic Challenges

**Description**

Profitability of the agricultural sector is generally always affected to some degree by these factors.However, a reluctance of farmers to voluntarily participate in the Farm Analysis program would greatly hamper the effectiveness of the program, especially in terms of provision of a 'real world' data base.

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

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

- During (during program)
- Other (Participant evaluation)

#### **Description**

Farm Analysis participants will be asked to evaluate the value of the Program and their Economist to the success of their farm operation on a three year basis. Questions will cover such areas as: improvement in overall decision making, aid with marketing issues, aid with tax issues, aid with estate planning issues, aid in understanding financial relationships, etc

### **2. Data Collection Methods**

- Mail
- Whole population

#### **Description**

Members of all four Associations will be given the opportunity to provide their input with surveys every three years. Also, boards of directors of each Association will provide input relative to the performance of their Economist on a continuous and annual basis at the annual meetings.

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

**Program #13**

**1. Name of the Planned Program**

Aquaculture, freshwater, and marine resources

**2. Brief summary about Planned Program**

The aquaculture, freshwater and marine resources team is part of the National Agriculture base program area and is staffed with the state and area aquaculture and fisheries specialists. The mission of this program area is to provide extension programming and leadership in the broad area of water-related issues including conservation, recreation, aquaculture, and economic development. This program area team works inclusively with the Alabama Sea Grant Program, which focuses on marine resources and coastal issues.

The Team will develop and maintain extension programs in aquaculture production and management systems. Efforts in this area will be focused on improving profitability based on management practices that are sustainable, environmentally safe and responsible. The subject areas covered in this area of specialization include genetics, reproduction, nutrition, disease and health issues, economics and all types of regulatory issues. This area of specialization includes commercial production of all types of freshwater and marine species (caffish, tilapia, shrimp, oysters, aquatic plants, etc.).

In natural resources, team members will develop and maintain efforts in recreational pond management, sportfishing and other aquatic recreational activities, water quality protection and management, and conservation. These efforts will include both freshwater and marine systems. Team members will collaborate with other Extension Program Priority Teams to develop extension supporting sustainable economic development using aquatic resources or land-based resources within watersheds that protects and conserves water quality and system integrity. In collaboration with the Forestry and Natural Resources program priority team support will be provided for Alabama Water Watch, a volunteer water quality monitoring program. Regional Natural Resource Agents will work closely with the Area and State Specialists on this team to provide programming in recreational sportfish pond management.

Development of specific youth education efforts in aquaculture and aquatic ecology will continue to be a significant specific focus of this Team. Aquaculture curricula for K-12 schools will be supported by this team. Team members may also be involved in working with 4-H'ers in the Sportfishing or other natural resource programs.

**3. Program existence :** Mature (More than 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
111	Conservation and Efficient Use of Water	5%	15%		
112	Watershed Protection and Management	10%	20%		
134	Outdoor Recreation	15%	20%		
135	Aquatic and Terrestrial Wildlife	10%	5%		
136	Conservation of Biological Diversity	5%	5%		
302	Nutrient Utilization in Animals	5%	0%		
303	Genetic Improvement of Animals	5%	0%		
307	Animal Production Management Systems	15%	0%		
311	Animal Diseases	10%	0%		
601	Economics of Agricultural Production and Farm Management	5%	0%		
605	Natural Resource and Environmental Economics	5%	5%		
806	Youth Development	10%	30%		
	<b>Total</b>	100%	100%		

**V(C). Planned Program (Situation and Scope)****1. Situation and priorities****2. Scope of the Program**



- Integrated Research and Extension
- In-State 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) Aquaculture, Freshwater, and Marine Resources will continue to be an important components of Alabama’s economy, and important areas within future Farm Bills; 2) The Alabama Department of Education will continue to support the inclusion of Aquaculture and Aquatic Sciences in its approved curricula; 3) Sustainable management of aquatic resources (including responsible development, conservation, and protection) will continue to be a priority of State and Federal agencies and the public; 4) There will continue to be new research-based information in the areas of Aquaculture, Freshwater, and Marine Resources from Auburn University, Alabama A&M University and other land-grant universities that will be beneficial to individuals and to society as a whole if it is implemented; 5) 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 goals for this program area are to provide the information and education to the relevant groups such that

1. Water resources are used wisely.
2. Outdoor recreation in freshwater and marine environments is enhanced
3. Aquaculture remains a viable enterprise in Alabama and become more profitable in the future

**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
2010	7.9	0.0	0.0	0.0
2011	7.9	0.0	0.0	0.0
2012	7.9	0.0	0.0	0.0
2013	7.9	0.0	0.0	0.0
2014	7.9	0.0	0.0	0.0

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

**1. Activity for the Program**

The primary activities in this area are associated with 5 statewide focus areas and general activities of our Program Area. These are:

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

- maintain education section of [www.alearn.info](http://www.alearn.info) web site
- Conduct over school visits
- Conduct field days and exhibitions of aquaculture and its potential as a career

- Provide intensive training for teachers from AL, GA, and CT on recirculating aquaculture systems as tool to teach math and science

- Conduct activities and camps for students interested in fisheries, aquaculture and aquatic ecology
- Support K-12 programs with fish, supplies and equipment with funded grants

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

- Water quality training
- Training in proper handling techniques

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

- public workshops and presentations involving pond management
- Newspaper articles, radio spots, and television appearances
- Maintain pond management section of [www.alearn.info](http://www.alearn.info) web site
- Conduct surveys of pond owners to provide feedback to extension
- Weed and water quality analyses and recommendations

Coastal resources program designed to address environmental and economic issues in the coastal zone.

- Support for the oyster gardening program
- analysis of working waterfronts
- educational support for the clean marina program
- Maintenance of the Auburn University Marine Extension and Research Center web site

Aquaculture extension to increase the viability and profitability of producers.

- Development of and multiple training sessions involving intensive aquaculture systems
- Maintenance of the aquaculture portion of the [www.alearn.info](http://www.alearn.info) web site
- Responses to fish kills in aquaculture
- Provide reactive services
- Provide economic analyses and projections to the industry

General Activities of this team:

- Training of agents in basic fish biology
- Cooperation and participation with other agencies concerning timely aquatic resource issues
- Provide angler education presentations
- Collaboration with Forestry and Natural Resources in support of the Alabama Water Watch volunteer water quality monitoring program

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● Workshop</li> <li>● Group Discussion</li> <li>● Education Class</li> <li>● One-on-One Intervention</li> <li>● Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>● Other 1 (newspaper columns)</li> <li>● TV Media Programs</li> <li>● Other 2 (Radio spots)</li> <li>● Web sites</li> <li>● Newsletters</li> </ul>

**3. Description of targeted audience**

While our activities potentially impact everyone given the importance of water and water management, our focused audiences include: highschool math and science teachers and students, fish bait producers and dealers, recreational anglers, commercial fishers, recreational fish pond owners, aquaculture producers, aquatic conservation organizations, 4Her's involved in aquatic programs.

**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
2010	13000	3200000	9000	0
2011	13000	3200000	9000	0
2012	13000	3200000	9000	0
2013	13000	3200000	9000	0
2014	13000	3200000	9000	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	0	5	0
2011	0	5	0
2012	0	5	0
2013	0	5	0
2014	0	5	0

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

**1. Output Target**

- pond management workshops

**2010 5                      2011 5                      2012 :5                      2013 5                      2014 5**

- Aquaculture workshops

**2010 3                      2011 3                      2012 :3                      2013 3                      2014 3**

- Number of teacher trainings

**2010 4                      2011 4                      2012 :4                      2013 4                      2014 4**

- Number of visits to our extension website [www.ALEARN.info](http://www.ALEARN.info)

**2010 :70000                      2011 70000                      2012 :70000                      2013 :70000                      2014 :70000**

**V(I). State Defined Outcome**

O. No	Outcome Name
1	Aquaculture/Aquascience Education Short-term * Improve attendance and performance of students in school * Increase appreciation of both aquaculture and aquatic natural resources by students and teachers Long-term * Increase graduation rates * Produce better trained labor for aquaculture
2	Improving the Survival of Live Bait in Bait Shops Short-term * Train bait dealer in basic water quality and proper handling techniques * Increase profitability of bait dealers
3	Management of recreational sportfishing ponds Short-term * Increase the understanding of pond function and management by owners Long-term * Reduce improper management by consultants * Increase satisfaction and enjoyment of ponds by owners * Increase profitability of pay-to-fish operations
4	Coastal resources program Short-term * Increase public awareness of coastal environmental issues * Increase public awareness of loss of working waterfront Long-term * Establish a viable mariculture industry in Alabama
5	Aquaculture Short-term * Increase the knowledge of producers in more efficient practices * Expand the use of hybrid catfish in production Long-term * Diversify species produced in Alabama * Improve marketing of Alabama aquaculture products * Cause a shift in the industry to more efficient intensive production methods
6	General Activities * Increase the public understanding of water conservation * Increase public appreciation for watershed and wetland conservation and management * Improve angler education to increase understanding of fisheries management and increase enjoyment of angling

**Outcome #1****1. Outcome Target**

Aquaculture/Aquascience Education Short-term \* Improve attendance and performance of students in school \* Increase appreciation of both aquaculture and aquatic natural resources by students and teachers Long-term \* Increase graduation rates \* Produce better trained labor for aquaculture

**2. Outcome Type :** Change in Condition Outcome Measure

<b>2010</b> 0	<b>2011</b> :0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> :0
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**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 806 - Youth Development

**Outcome #2****1. Outcome Target**

Improving the Survival of Live Bait in Bait Shops Short-term \* Train bait dealer in basic water quality and proper handling techniques \* Increase profitability of bait dealers

**2. Outcome Type :** Change in Condition Outcome Measure

<b>2010</b> 0	<b>2011</b> :0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> :0
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**3. Associated Institute Type(s)**

- 1862 Extension

**4. Associated Knowledge Area(s)**

- 134 - Outdoor Recreation
- 307 - Animal Production Management Systems
- 311 - Animal Diseases

**Outcome #3****1. Outcome Target**

Management of recreational sportfishing ponds Short-term \* Increase the understanding of pond function and management by owners Long-term \* Reduce improper management by consultants \* Increase satisfaction and enjoyment of ponds by owners \* Increase profitability of pay-to-fish operations

**2. Outcome Type :** Change in Knowledge Outcome Measure

<b>2010</b> 0	<b>2011</b> :0	<b>2012</b> :0	<b>2013</b> 0	<b>2014</b> :0
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**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 134 - Outdoor Recreation
- 135 - Aquatic and Terrestrial Wildlife
- 307 - Animal Production Management Systems
- 605 - Natural Resource and Environmental Economics

**Outcome #4****1. Outcome Target**

Coastal resources program Short-term \* Increase public awareness of coastal environmental issues \* Increase public awareness of loss of working waterfront Long-term \* Establish a viable mariculture industry in Alabama

**2. Outcome Type :** Change in Knowledge Outcome Measure

2010 0                      2011 :0                      2012 :0                      2013 0                      2014 :0

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 112 - Watershed Protection and Management
- 134 - Outdoor Recreation
- 135 - Aquatic and Terrestrial Wildlife
- 136 - Conservation of Biological Diversity
- 302 - Nutrient Utilization in Animals
- 303 - Genetic Improvement of Animals
- 307 - Animal Production Management Systems
- 311 - Animal Diseases
- 601 - Economics of Agricultural Production and Farm Management
- 605 - Natural Resource and Environmental Economics

**Outcome #5****1. Outcome Target**

Aquaculture Short-term \* Increase the knowledge of producers in more efficient practices \* Expand the use of hybrid catfish in production Long-term \* Diversify species produced in Alabama \* Improve marketing of Alabama aquaculture products \* Cause a shift in the industry to more efficient intensive production methods

**2. Outcome Type :** Change in Condition Outcome Measure

2010 0                      2011 :0                      2012 :0                      2013 0                      2014 :0

**3. Associated Institute Type(s)**

- 1862 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 302 - Nutrient Utilization in Animals
- 303 - Genetic Improvement of Animals
- 307 - Animal Production Management Systems
- 311 - Animal Diseases
- 601 - Economics of Agricultural Production and Farm Management

**Outcome #6****1. Outcome Target**

General Activities \* Increase the public understanding of water conservation \* Increase public appreciation for watershed and wetland conservation and management \* Improve angler education to increase understanding of fisheries management and increase enjoyment of angling

**2. Outcome Type :** Change in Knowledge Outcome Measure

2010 0                      2011 :0                      2012 :0                      2013 0                      2014 :0

**3. Associated Institute Type(s)**

- 1862 Extension
- 1890 Extension

**4. Associated Knowledge Area(s)**

- 111 - Conservation and Efficient Use of Water
- 112 - Watershed Protection and Management
- 134 - Outdoor Recreation
- 135 - Aquatic and Terrestrial Wildlife
- 136 - Conservation of Biological Diversity
- 605 - Natural Resource and Environmental Economics
- 806 - Youth Development

**V(J). Planned Program (External Factors)****1. External Factors which may affect Outcomes**

- Competing Public priorities
- Appropriations changes
- Government Regulations
- Economy
- Competing Programmatic Challenges
- Public Policy changes
- Other (competing imports for seafood)
- Natural Disasters (drought,weather extremes,etc.)

**Description**

Water related natural extremes affects the particular interests and needs of the public.Drought, for example, initially increases interest in pond management but as it deepens it causes people to quit managing their ponds.The economy affects both funding for agents and specialists to travel and clients as well.Imported competing seafood can strongly influence the success of aquaculture independent of the efficiency of production here.

**V(K). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

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

**Description**

Depending on the particular part of our program area, different types of evaluation are planned.For several of our trainings and youth camps we will do before-after testing to determine increase in knowledge from the activity.We are currently conducting a statewide randomized pond owners survey to determine (in part) to what degree our pond program reaches the broader public of pond owners.Yield verification studies are planned to evaluate the transfer of technology in aquaculture.To



evaluate the training of bait shop owners in improved handling of live bait, we will do a follow up evaluation of survival of bait (a direct measure of success) in bait shops compared to that before training.

## 2. Data Collection Methods

- Sampling
- Structured
- Tests
- Telephone
- On-Site
- Observation

### Description

Where possible we will collect objective data (ie changes in production, survival of bait, etc.).In many cases it is not possible to collect the ultimate data needed to determine the impact we wish to make.For example, while students that take the high school aquaculture program may experience increased math scores on standardized tests that change cannot necessarily attributed to our program alone.Therefore we often can only measure short-term changes in knowledge followed by subjective assessments by the participants.

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

**Program #14**

**1. Name of the Planned Program**

Poultry Production and Processing

**2. Brief summary about Planned Program**

In this effort, we intend to provide technical information to poultry growers, poultry industry technical personnel and allied industry personnel associated with the State's poultry industry in the areas of poultry health, management and processing/food safety. In addition, we will provide information and training for backyard poultry producers and gamebird producers

**3. Program existence :** New (One year or less)

**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
307	Animal Production Management Systems	25%	25%		
311	Animal Diseases	25%	25%		
403	Waste Disposal, Recycling, and Reuse	25%	25%		
601	Economics of Agricultural Production and Farm Management	25%	25%		
	<b>Total</b>	100%	100%		

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

**1. Situation and priorities**

Alabama has a large and thriving poultry industry, consisting primarily of broiler and commercial egg production companies. This industry brings in approximately 60 percent of the State's farm income and employs thousands. A bulk of our efforts involve support of the production management, animal health, waste management concerns and economic factors associated with this industry. In addition, we provide similar support and materials to smaller producers that have backyard birds or raise gamebirds for hunting preserves.

**2. Scope of the Program**

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

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

**1. Assumptions made for the Program**

We intend to support the State's poultry producers with programs and materials (publications) that improve efficiency of production and health. In a normal year, this will involve programs that we provide in a preplanned way. Occasionally, issues arise during the course of the year that cause us to shift our efforts and outputs for an indefinite period of time. The recent world-wide avian influenza scare was an example of this type of activity.

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

The ultimate goals of this program are to guide poultry producers and poultry industry personnel in their management techniques such that they increase profitability in their operations, remain viable, protect bird health and food safety for consumers and manage waste properly.

**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
2010	4.2	0.0	0.0	0.0
2011	4.2	0.0	0.0	0.0
2012	4.2	0.0	0.0	0.0
2013	4.2	0.0	0.0	0.0
2014	4.2	0.0	0.0	0.0

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

**1. Activity for the Program**

Our activities include state and regional training seminars organized by both our extension group, the Alabama Poultry and Egg Association and the U.S. Poultry and Egg Association. In addition, we produce popular press materials in the form of Extension publications, Timely Information Sheets and articles in trade journals to disseminate materials to producers. We also provide direct service to poultry companies when asked to do so. This takes the form of site visits and phone consultations. We also participate in result demonstrations to test field techniques of interest to poultry producers.

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

Extension	
Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>● One-on-One Intervention</li> <li>● Workshop</li> </ul>	<ul style="list-style-type: none"> <li>● Newsletters</li> <li>● Other 2 (Extension pubs)</li> <li>● Other 1 (Popular Press Pubs)</li> </ul>

**3. Description of targeted audience**

Target audiences include;  
 Poultry growers (farmers)  
 Poultry industry technical personnel  
 Allied industry support personnel  
 ackyard poultry flock owners  
 Gamebird (quail, pheasant, chukor) 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
2010	5000	75000	250	0
2011	5000	75000	250	0
2012	5000	75000	250	0
2013	5000	75000	250	0
2014	5000	75000	250	0

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

**Expected Patent Applications**

2010 :0                      2011 :0                      2012 :0                      2013 :0                      2014 :0

**3. Expected Peer Review Publications**

Year	Research Target	Extension Target	Total
2010	5	0	5
2011	5	0	5
2012	5	0	5
2013	5	0	5
2014	5	0	5

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

**1. Output Target**

- Train poultry industry personnel through workshops

2010 :800                      2011 :800                      2012 :800                      2013 :800                      2014 :800

- Produce popular press publications

2010 :100                      2011 :200                      2012 :100                      2013 :100                      2014 :100

**V(I). State Defined Outcome**

<b>O. No</b>	<b>Outcome Name</b>
1	Increase producer awareness of methods to reduce waste management issues on farm
2	Increase producer confidence in litter management techniques
3	Train poultry industry personnel in poultry house technology and management
4	initiate Master Poultryman Program for broiler growers

**Outcome #1**

**1. Outcome Target**

Increase producer awareness of methods to reduce waste management issues on farm

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** 20                      **2011** : 20                      **2012** : 20                      **2013** 20                      **2014** :20

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 307 - Animal Production Management Systems
- 403 - Waste Disposal, Recycling, and Reuse

**Outcome #2**

**1. Outcome Target**

Increase producer confidence in litter management techniques

**2. Outcome Type :** Change in Action Outcome Measure

**2010** 5                      **2011** : 5                      **2012** : 5                      **2013** 5                      **2014** :5

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 307 - Animal Production Management Systems
- 311 - Animal Diseases
- 403 - Waste Disposal, Recycling, and Reuse
- 601 - Economics of Agricultural Production and Farm Management

**Outcome #3**

**1. Outcome Target**

Train poultry industry personnel in poultry house technology and management

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010** 50                      **2011** : 50                      **2012** : 50                      **2013** 50                      **2014** :50

**3. Associated Institute Type(s)**

•1890 Extension

**4. Associated Knowledge Area(s)**

- 601 - Economics of Agricultural Production and Farm Management

**Outcome #4**

**1. Outcome Target**

initiate Master Poultryman Program for broiler growers

**2. Outcome Type :** Change in Knowledge Outcome Measure

**2010 :** 2

**2011 :** 2

**2012 :** 2

**2013 :** 2

**2014 :** 2

**3. Associated Institute Type(s)**

- 1890 Extension

**4. Associated Knowledge Area(s)**

- 307 - Animal Production Management Systems
- 311 - Animal Diseases
- 403 - Waste Disposal, Recycling, and Reuse
- 601 - Economics of Agricultural Production and Farm Management

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

**1. External Factors which may affect Outcomes**

- Government Regulations
- Economy
- Natural Disasters (drought,weather extremes,etc.)

**Description**

Natural disasters such as an outbreak of Avian Influenza or Exotic Newcastle Disease could drastically alter how we spend our efforts associated with this program.Drought, which affects raw material availability and price, may necessitate a shift in efforts to help producers find alternative materials and/or techniques to maximize effectiveness.

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

**1. Evaluation Studies Planned**

- After Only (post program)

**Description**

We conclude all training workshops with a survey.

**2. Data Collection Methods**

- Whole population

**Description**

Surveys on attendee opinions on each workshop are compiled by the Alabama Poultry and Egg Association and are reviewed by the planning committee in reviewing which topics were effective and what attendees want to see in the next workshop.Decisions on the next workshop are based on input from the previous workshop and ideas from the committee.