



Plan of Work

**Federal Fiscal Years
2000-2004**

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To support Goal 4, West Virginia has undertaken a variety of programs. Each of these programs will be supported by 3D funding, and will therefore be reported in the future. In light of this future elaboration, only general reference to these programs will be made below.

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West Virginia Plan of Work

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Introduction

This Plan of Work is a statement of West Virginia University Extension Service's major program activities for the next five years, as required by the Agricultural Research, Extension, and Education Reform Act of 1998 (AREERA) and as allowed under the USDA's "Guidelines for Land Grant Institution Plan of Work." This plan was developed in consultation with the West Virginia Agricultural and Forestry Experiment Station at WVU; however, it reflects only the Extension plan of work.

The need has never been greater for knowledge-based programs and services meeting local needs to be readily available to West Virginia citizens, institutions, and enterprises. The state's land-grant institution is an important source for those programs and services.

The geographically distributed, community-embedded, multiagency-funded WVU Extension Service is a key vehicle and key (internal and external) partner to link West Virginia University to the people, communities, and organizations of West Virginia. With offices in each of the state's 55 counties, Extension designs and delivers programs through its three program centers: Agricultural and Natural Resource Development; 4-H and Youth, Family, and Adult Development; and Community, Economic, and Workforce Development.

Many Extension programs reach underserved and underrepresented populations. These include children, youth, and families living in poverty, single-parent households, and small farm owners and operators.

WVU is engaged in partnerships with other higher education institutions in the state. The West Virginia Clearinghouse for Workforce Education is the result of an alliance among the University of Charleston, West Virginia State College, and WVU's Montgomery and Morgantown campuses. Some Extension programs directly support workforce training; it is anticipated that additional programs will be implemented within the next year.

Another voluntary association between WVU and the state's 1890 land-grant institution—West Virginia State College, is resulting in joint after-school and youth-at-risk initiatives and re-energizing the WVSC land-grant programs.

Projected Resources:

Projected Appropriated Funds (\$ in thousands) ¹

Goal	Current	FY 00	FY 01	FY 02	FY 03	FY 04	Total
1	1,708	2,034	2,034	2,034	2,034	2,034	10,170

2	71	86	86	86	86	86	430
3	1,182	1,314	1,314	1,314	1,314	1,314	6,570
4	707	722	722	722	722	722	3,610
5	4,682	4,827	4,827	4,827	4,827	4,827	24,135
Total	8,350	8,983	8,983	8,983	8,983	8,983	44,915

Federal funds represent 26% of the \$19.5 million dollar operating budget. The dollars indicated in the above chart only include federal, state, and county appropriated funds that support the five goals in the WVU Extension Service Federal Plan of Work. In addition, funds are received from competitive sources (state, federal, and private sector) and fee based programs.

Projected FTE's (Professional)

Goal	Current	FY 00	FY 01	FY 02	FY 03	FY 04	Total
1	23.6	28.2	28.2	28.2	28.2	28.2	141.0
2	1.0	1.2	2.0	2.0	2.0	2.0	9.2
3	14.0	15.5	15.5	15.5	15.5	15.5	77.5
4	9.0	9.2	9.2	9.2	9.2	9.2	46.0
5	51.0	52.5	52.5	52.5	52.5	52.5	262.5
Total	98.6	106.6	107.4	107.4	107.4	107.4	536.2

Peer Review: West Virginia University Extension Service has met the peer review criteria as outlined in the Guidelines for State Plans of Work for Agricultural Research and Extension Formula Funds.

Resources

WVU Extension's total 98-99 operating budget is \$19.5 million dollars. Federal, state, and county allocations provide base funding for WVU Extension Service infrastructure and program efforts. Current operating budget reflects 26% federal funds (\$5 million including 3b & 3c, EFNEP, and 3d), 38% state funds (\$7.5 million), 12% county funds (\$2.3 million), and 24% grants, fees, and contracts (\$4.7 million).

Please note that the financial resources reported below do not reflect the entire \$19.5 million dollar operating budget, but rather include professional salary and fringe benefits only for the selected programs included.

MultiState, Integrated Research and Extension programs

As reflected in the program plan, a number of programs are multicollge and multi-institution programs. Integrated programs with the WVU College of Agriculture, Forestry, and Consumer Sciences and the West Virginia Agricultural and Forestry Experiment Station are conducted through 12 joint faculty appointments (\$350,000) in animal science, entomology, forestry, agronomy, plant pathology, aquaculture, veterinary medicine, and soil science. In addition, numerous joint programs exist within agricultural education, community development, and 4-H youth development as outlined in the plan.

Multistate programs include the Children, Youth and Families Education and Research Network (CYFERNet), which supports program objectives of the youth resiliency program. Multidisciplinary 4-H curriculum development project is occurring with North Carolina, Virginia and WVU related to the New River – an American Heritage River. Numerous agricultural and natural resources initiatives contribute to the respective program objectives: Natural Resource, Agriculture, and Engineering Service (\$7,235), Northeast Regional Sustainable Agriculture – Research and Education Program (SARE), Northeast Regional Pasture Research and Extension Consortium, Northeast Regional Soil Testing Committee, Northeast Regional Water Quality Committee, Regional Tree Fruit Science and Education Working Group (VA, MD, PA, WV, NJ), Mid-Atlantic Certified Crop Advisor Board, and Mid-Atlantic Crop School (NJ, DE, MD, VA, WV). Service on the above stated regional program groups is approximately 0.3 FTE with an annual commitment of more than \$30,000. Two faculty members serve on national program initiative teams, Healthy People, Healthy Communities and Workforce Preparation, with an annual commitment of more than \$20,000.

The funds attributed to integrated programs and current multistate initiatives meet the current allocation requirement for integrated and multistate initiatives.

Stakeholder Input

The Extension Service regularly assesses the needs of its audiences and stakeholder groups. In 1996, the organization conducted town meetings in all 55 counties. A nominal group process was used to solicit input about the major issues facing individuals, families, and communities. Program opportunities were then identified within broad initiative areas: Community Capacity/Economic Viability, Strengthening Families, and Productive Futures for Youth.

Currently, the Extension Service is conducting a statewide assessment using a mail survey to better understand the needs of West Virginia citizens. The sample will be statistically representative in each of West Virginia's five federal Workforce Investment (Oct. 1998) regions, as well as being statistically representative of the state as a whole. Survey results will help extension set priorities and redirect resources to where they are needed most.

In the fall of 1999, each county will seek stakeholder input again at county program forums. The forums will serve to inform a broad cross-section of stakeholder groups, including underrepresented citizens, of current programs, and seek input from participants regarding current and future programs.

WVU Extension Service will invite peer review of the plan. In addition, program plans are reviewed by a statewide Extension Visiting Committee twice a year. County programs are reviewed annually by state-mandated County Extension Service committees. Annual updates to the plan will reflect stakeholder and peer review input.

There will be a need to spin off or end programs that no longer meet demands, are deemed ineffective, or could be delivered by others. Having the capacity to respond to new and emerging needs is critical to future organizational viability. Finding new resources and reallocating resources, deepening and expanding partnerships, will be an ongoing challenge.

Correspondence regarding this plan should be directed to:

Lawrence S. Cote
Associate Provost and Director
West Virginia University Extension Service
PO Box 6031
West Virginia University
Morgantown, WV 26506-6031

lcote@wvu.edu
304-293-5691 (voice)
304-293-7163 (fax)

Goal 1: To achieve an agricultural production system that is highly competitive in the global economy.

I. Livestock Marketing

Situation Statement

The West Virginia beef industry is composed primarily of small, part-time production units that provide supplemental income for the family. Most of the operations are cow-calf and stocker cattle programs with a primary focus on feeder calf production and marketing. The size and scope of the operations depend upon the available forage resources. Approximately 10,500 farms support 202,000 beef cows, while another 1,500 operations background or stocker about 50,000 feeder cattle. The majority of the 525,000 acres dedicated to hay production is owned and operated by beef farmers.

The challenge to the commercial beef production in West Virginia is to remain productive and competitive while lacking both economies of scale and market access. The weekly livestock auctions and the special graded feeder sales traditionally have provided a commodity outlet for most producers. In recent years, there has been a decline in the number of livestock markets and most marketers and buyers of feeder cattle prefer to purchase cattle direct from the farm to avoid the stress and associated health problems with sale-barn cattle.

Feeder cattle raised in West Virginia are generally shipped to feedlots in the Midwest. The competitiveness of these cattle in the marketplace depends largely on the uniformity and the health of the animals which influence the subsequent performance and profitability in the feedlot. Marketing alliances are being developed across the country with a sole objective of adding value and profit potential.

West Virginia feeder cattle producers have begun to develop local marketing alliances. The potential of these programs is beginning to be realized by participating producers. The cooperative production and marketing effort of the alliances allows small producers to realize the same benefits as larger production units. The small local alliances are beginning to realize more opportunities in niche markets or with larger national alliances.

West Virginia beef producers historically have taken advantage of cooperative production and marketing programs. The yearling board sales and quality assurance sales have been popular with producers and buyers accounting for 90% of the yearling cattle sold at auction. The seed stock industry has embraced the cooperative marketing concept through the performance bull sales, the West Virginia Beef Exposition and breed sales.

Performance Goal

To enhance the reputation of feeder calves, increase producer participation in various marketing options, assist producers in preparing for value-based marketing, and introduce marketing and sales alternatives to beef producers.

Indicators

Outputs

- ◆ Time expended
- ◆ Number of clients contacted
- ◆ Number of educational programs
- ◆ Survey of producers to determine production trends
- ◆ Production and marketing data

Outcomes

- ◆ Enhanced reputation of feeder cattle
- ◆ Increased income
- ◆ Increase in the number of participants in feeder calf pools
- ◆ Number of producers increasing knowledge
- ◆ Number of producers adopting a practice

Action Plan

1. Facilitate an educational program aimed at improving the reputation of feeder cattle.
2. Facilitate an educational program in value-based marketing.
3. Facilitate an educational program aimed at improving beef marketing.
4. Facilitate marketing pools and clubs.

Collaborations/Linkages

- ◆ West Virginia University Extension Service
- ◆ West Virginia University College of Agriculture, Forestry and Consumer Sciences(CAFCS)
- ◆ WVU Agricultural and Forestry Experiment Station
- ◆ West Virginia Department of Agriculture
- ◆ Pennsylvania State University Extension Service
- ◆ West Virginia Livestock Markets

Target Audiences

- ◆ Beef producers in West Virginia
- ◆ County and state Extension faculty

Program Duration/Resources

Duration: long-term

- ◆ Annual FTE's: 5.8
- ◆ Annual Funding: \$328,000

I. Grassland Management

Situation Statement

In West Virginia there are 20,000 farms covering 3.7 million acres. The primary activity is livestock production with 420,000 cattle and 40,000 sheep on farms in 1997. These provided \$115 million in sales from ruminant livestock that use the state's grasslands as their primary feed.

West Virginia's agriculture provides the primary or secondary income for 20,000 rural households. Agricultural profitability determines the income of these entrepreneurs. Well-managed farms determine the quality of the rural landscape for town and city dwellers as well as for rural residents. If agricultural profitability is not maintained, lower farm income will erode income and quality of life for farm families and rural business owners. Land may go out of farm production, resulting in degradation of the rural landscape as pastoral land reverts to brush. This degradation will affect West Virginia's tourist industry, of which pastoral scenery is a major selling point.

Due to low livestock prices, it is important for producers to keep production costs down. Over half the cost of producing cattle and sheep is in feed cost. It is important to extend the grazing season to keep feed costs low since harvested feed costs two to three times as much to produce as pasture. Producers need to strive to achieve as close to a 12-month grazing program as practical. All program objectives and methods will strive to encourage producers to economically extend their grazing seasons 60 days longer than currently. The work accomplished under this plan will provide information transfer to livestock producers so that they will be able to extend and improve grazing by using stockpiled forage in the fall and by using management-intensive grazing (MiG), legumes, and warm-season grasses in the summer and for pasture-weaning calves.

Performance Goal

To improve grassland management techniques/procedures in order to increase profits enjoyed by West Virginia's farmers.

Indicators

Outputs

- ◆ Number of educational programs
- ◆ Number of field demonstrations
- ◆ Number of fact sheets distributed
- ◆ Data collected from on-farm demonstrations

Outcomes

- ◆ Improved yields (tons/acre)
- ◆ Increased grazing period
- ◆ Improved summer grazing through the use of MiG, legumes, and warm-season grasses
- ◆ Reduced cost of animal production
- ◆ Increased forage availability

- ◆ Increased legume content of pastures
- ◆ Increased cattle performance
- ◆ Reduced weaning costs

Action Plan

1. Conduct winter education meetings, field demonstrations, and educational meetings on the following areas:
 - ◆ The use of quality legume pastures for reducing the cost of weaning calves
 - ◆ The use of stockpiling cool-season grasses for out-of-season grazing
 - ◆ The use of MiG, legumes, and warm-season grasses for improving forage availability during the summer slump
 - ◆ Legume establishment by frost, no-till, or walking seeding in rotationally grazed pastures
1. Develop and distribute fact sheets
2. Collect plant and animal production data at field demonstrations

Collaborations/Linkages

- ◆ CAFCS/Experiment Station
 - ◆ Natural Resources Conservation Service (NRCS)
 - ◆ West Virginia Soil Conservation Agency (WVSCA)
 - ◆ Ohio State University *
 - ◆ VPI *
- *Pending

Target Audiences

- ◆ Beef, dairy, and sheep producers in West Virginia

Program Duration/Resources

- ◆ Duration: long-term
- ◆ Annual FTE's: 6 FTE
- ◆ Annual Funding: \$334,000

I. Horticulture

Situation Statement

Horticultural crops are an important segment of the agricultural economy in West Virginia, the nation, and the world. Vegetables and fruits grown by homeowners are mostly used to supplement family food supply. The homeowner may, on occasion, sell surplus produce, which supplements the family income. Homeowners also have increased their time and expense in beautifying and maintaining their lawns and landscapes. A second horticultural group consists of the commercial growers, who produce and market large volumes of fruits, vegetables,

ornamental plants, and specialty crops via individual markets, roadside markets, farmer's markets, and brokerage outlets.

Performance Goal

To increase horticultural sustainability and marketing in West Virginia

Indicators

Outputs

- ◆ Knowledge gained through educational programs
- ◆ Number of new businesses
- ◆ Amount and quality of products produced
- ◆ Profitability of business units
- ◆ Number of formal or informal support groups organized
- ◆ Amount of literature distributed
- ◆ Number of educational meetings and persons attending
- ◆ Number of Master Gardeners certified and re-certified each year
- ◆ Number of volunteer hours given by Master Gardeners each year
- ◆ Number of the general public that Master Gardeners helps each year
- ◆ Pre-test/Post-test scores
- ◆ Number of advanced programs provided by Extension for Master Gardeners
- ◆ Number of persons attending educational meetings

Outcomes

- ◆ Availability of base data on fruits, vegetables, and other crops
- ◆ Higher incomes as a result of higher yields
- ◆ Increased efficiency through better business management
- ◆ Availability of informational materials
- ◆ Environmentally friendly pest control methods

Action Plan

1. Enhance the economic viability of commercial vegetable, fruit, ornamental, and specialty crop production in West Virginia through development of effective marketing strategies.
2. Develop and refine intensive methods that would result in higher yields.
3. Provide educational programs and assistance to persons involved in horticultural industries and activities throughout the state. This would include informal or formal horticulture industry programs and organizations where stakeholders can meet and share knowledge.
4. Assemble significant research that will lend to the development of better quality products as well as increased efficiency through better business management.
5. Research implementation, training, and marketing potential for specialty crops that have been identified as having potential in West Virginia.
6. Prepare, update, and distribute informational materials.
7. Assist backyard gardeners in vegetable and fruit production.

8. Plan, develop, and assist homeowners with lawn landscaping and beautification of home grounds.
9. Train and involve Master Gardeners in educational programs, community service, and professional development
10. Provide information and educational programs to homeowners on the proper selection of plants, ornamentals, and grass species.
11. Teach the homeowner and gardener the value of building healthy soil and the proper physical, chemical and biological properties needed by plants to sustain growth.
12. Produce a West Virginia Garden Calendar with timely articles on a variety of sustainable gardening practices which can effectively reach thousands of West Virginians at low cost.
13. Teach, develop, and implement effective, cost efficient, and environmentally acceptable common sense approach to pest and disease control.

Collaborations/Linkages

- ◆
- ◆ State industry specialists
- ◆ State specialists
- ◆ West Virginia Department of Tourism
- ◆ County development authorities
- ◆ County vocational schools
- ◆ County fair boards
- ◆ West Virginia Nursery and Landscape Association
- ◆ Agriculture commodity groups
- ◆ Lawn and garden centers
- ◆ Volunteer Extension Specialists
- ◆ WVU College of Agriculture
- ◆ West Virginia Nursery Association
- ◆ West Virginia Department of Agriculture
- ◆ NRCS
- ◆ FSA
- ◆ Direct marketing associations
- ◆ Pesticide companies and dealers
- ◆ Local farm supply stores
- ◆ Farm bureau
- ◆ State agriculture statistician
- ◆ Horticultural supply dealers
- ◆ Financial lending institutions
- ◆ Mountain State Organic Growers Association,
- ◆ West Virginia Herb Association

Target Audiences

- ◆ Commercial producers
- ◆ Homeowners
- ◆ Farmers
- ◆ Horticulture businesses technical staff
- ◆ Providers technical assistance
- ◆ Potential horticulturists

Program Duration/Resources

Duration: long-term

- ◆ Annual FTE's: 5.8
- ◆ Annual Funding: \$311,500

IV. Deer Damage

Situation Statement

The white tail deer has become a liability to agriculture, forestry and homeowners statewide. The state deer herd has grown from approximately two thousand animals to nearly 1 million animals in the past 50 years. The conflict between hunter expectations and the losses/damage to agricultural crops, tree fruit and home landscapes has become a major issue for several state agencies. In some areas of the state, profitability of agriculture enterprises is in significant jeopardy. There are several alternatives to reducing deer damage. These will be investigated for their suitability in reducing deer damage.

Performance Goal

To reduce the amount of damage caused by white tail deer to agricultural enterprises, forests and home landscapes through the education of those directly impacted and the general public. Methods of controlling and reducing deer damage will improve the economic viability of agriculture while maintaining the aesthetic contributions deer make to the environment.

Indicators

Outputs

- ◆ Number of publications distributed.
- ◆ Number of participants in seminars.

Outcomes

- ◆ Increased profitability of agriculture production as a result of control measures adopted.

Action Plan

1. Provide up to date control methods to landowners through workshops, seminars, etc.
2. Develop survey instrument to measure economic impact.

Collaborations/Linkages

- ◆ College of Agriculture, Forestry and Consumer Sciences.
- ◆ Farm Bureau
- ◆ W.Va. Department of Agriculture
- ◆ W.Va. Department of Natural Resources
- ◆ Trade Associations

Target Audiences

- ◆ WVU Faculty

- ◆ Farmers
- ◆ Nurserymen
- ◆ Landowners
- ◆ Policy makers

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 4
- ◆ Annual Funding: \$209,000

V. Forestry and Wood Products

Situation Statement

More jobs were created by the wood industry in West Virginia than by any other industry during the 1980s and again during the period of 1990 to 1995, according to David Greenstreet of West Virginia University's Bureau of Business and Economic Research. Indications are that this is continuing.

Private woodlot owners are providing nearly 85% of the harvested timber for the state's forest industry. They are in need of information/training in best management practices (BMP's) for their woodlots. The contributions the urban forest makes to the quality of life for the state's citizens are also a forestry issue. The public's awareness of the contributions the forest and trees in general make to the environment is increasing.

Because of Extension's local visibility throughout the state, many clients are looking to Extension for unbiased information and answers to questions on forestry and wood products.

Performance Goal

To prepare Extension faculty with training and information to better address needs of the forest and forest products industry related to woodlot management, forest policy, urban forestry, and other forest-related environmental issues.

Indicators

Outputs

- ◆ Number of training sessions conducted
- ◆ Number of Extension faculty trained
- ◆ Number of municipal consultations
- ◆ Number of urban trees planted

Outcomes

- ◆ Knowledge and skills gained by Extension faculty
- ◆ Woodlot owners adopting new management methods

- ◆ Increased income of woodlot owners
- ◆ Requests for urban forestry educational programs
- ◆ Groups enrolled in National Urban Community Forestry Program

Action Plan

1. Forestry faculty and Extension specialists develop training program for other Extension faculty.
2. Extension faculty facilitate/coordinate/present educational training to woodlot owners and the general public.
3. Dissemination of information/publications related to woodlot management, urban forestry, etc.
4. Educational programs scheduled with municipal leaders.

Collaborations/Linkages

- ◆ Appalachian Hardwood Center
- ◆ State and federal agencies/organizations
- ◆ CAFCS forestry faculty
- ◆ West Virginia Forestry Association
- ◆ USDA Forest Service
- ◆ City administrators
- ◆ Civic organizations

Target Audiences

- ◆ West Virginia University Extension Service county agents/woodlot owners
- ◆ Community leaders and elected officials

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 1.8
- ◆ Annual Funding: \$93,000

I. Agricultural Education

Situation Statement

4-H agricultural education programs are vehicles for youth/adult development, which is the mission of the Cooperative Extension Service of the USDA. Agricultural education programming offers training that develops life skills in both youth and adult participants. Development of life skills enhances the ability of youth to become functioning members of society, and helps adults gain satisfaction and accomplishment of personal/career goals.

In addition, the number of rural residents has decreased to under 2% of America's population. With technological advances and the increased urban/non-farm populations, individuals are now several generations removed from actual working knowledge of agricultural production; the public (youth and adult) are not prepared to make informed decisions that ensure quality and adequate food and fiber while also maintaining the environment.

Performance Goal

To enhance the agricultural knowledge of West Virginia's youths and adults and provide them with the ability to make informed decisions related to the production of food and fiber while maintaining a high-quality environment.

Indicators

Outputs

- ◆ Number and type of agricultural education programs offered to 4-H and other youth/adult audiences
- ◆ Number of youths involved in programs
- ◆ Number of adults involved in programs
- ◆ Number of counties involved in county/state youth livestock programming and activities
- ◆ Money for community groups/organizations
- ◆ Number and types of agricultural programming offered within the county school system

Outcomes

- ◆ Improve the agricultural knowledge and skills of youths and adults.

Action Plan

1. Initiate baseline educational experiences with agricultural subject matter as the vehicle for youth/adult development, i.e., specific project workshops, specific judging programs, livestock exhibitions, livestock auctions, camps, (overnighters, camp classes) 4-H club programs, etc.
2. Involve youths in animal projects that will improve personal development skills related to animal husbandry, including record keeping, finances, producing animal products that meet consumer demands, sportsmanship, and appropriate treatment of animals.
3. Organize and execute agricultural education programming/activities in the school system to increase skills/knowledge of students/teachers.
4. Organize and execute agricultural education programming/activities throughout West Virginia to increase skills/knowledge of the general public.

Collaborations/Linkages

Institutions of higher learning
National/state government agencies
Citizens of West Virginia

Target Audiences

- ◆ 4-H and other youth
- ◆ Community/agribusiness groups/leaders
- ◆ Parents/guardians
- ◆ Boards of education/county commissions
- ◆ Citizens of the state

Program Duration/Resources

- ◆ Duration: long-term
- ◆ Annual FTE's: 4.8
- ◆ Annual Funding: \$271,000

Goal 2: A safe, secure food and fiber system.

I. Food Safety

Situation Statement

Although the U.S. food supply is of high quality and among the safest in the world, the Centers for Disease Control and Prevention estimates that up to 33 million cases of food-borne illnesses occur each year. These illnesses contribute directly to as many as 9,000 deaths per year, and lead to estimates as high as \$9.4 billion per year in associated medical costs and loss of productivity. The incidence of food borne illnesses could be greatly reduced with the adoption of established food safety practices in the production, transportation, storage, preparation and service of food. Extension's close ties to the people and institutions of West Virginia represent a unique opportunity to extend timely and factual information on food safety practices to targeted audiences. These include food service managers in restaurants, hospitals, nursing homes, schools, child care facilities, 4-H camps and similar establishments, food processors, consumers, occasional quantity cooks, and others.

Performance Goal

To reduce the overall incidence of food borne illnesses in West Virginia.

Indicators

Outputs

- ◆ Number of food safety courses taught
- ◆ Number of requests for HACCP materials
- ◆ Number of food safety workshops presented
- ◆ Number of persons participating in non-formal food safety programs
- ◆ Estimated number of consumers reached through media, county and state fairs health fairs and distributed printed materials

Outcomes

- ◆ Percentage of public, food service personnel, and food processors increasing knowledge and skills as a result of food safety programs
- ◆ Percentage of public, food service personnel, and food processors modifying behaviors by implementing food safety practices

Action Plan

1. Facilitate the planning, marketing, and offering of the National Restaurant Association's ServSafe® Certification Course in various sites in West Virginia.
2. Facilitate food handlers' training in counties as needed.

3. Facilitate the planning, marketing and offering of HACCP training and food safety education for food processors.
4. Facilitate the planning, marketing, and offering of food safety workshops to targeted audiences.
5. Participate in the dissemination of timely information on food safety, food preservation, and refrigerator temperature to consumers via presentations, TV, radio, newspaper columns, newsletters and exhibits.

Collaborations/Linkages

- ◆ W.Va. Bureau for Public Health
- ◆ Local health departments
- ◆ Food service establishments
- ◆ Local schools, churches, similar groups
- ◆ WV Department of Agriculture
- ◆ Sanitarians
- ◆ Direct Marketing Association and other small food processors

Target Audiences

- ◆ Food service managers in restaurants
- ◆ Hospitals
- ◆ Nursing homes
- ◆ Schools
- ◆ Child care facilities
- ◆ 4-H camps and other similar establishments
- ◆ Food processors
- ◆ Consumers
- ◆ Occasional quantity cooks

Program Duration/Resources

- ◆ Program Duration: intermediate
- ◆ Annual FTE's: 1.2
- ◆ Annual Funding: \$67,000

Goal 3: A healthy, well-nourished population.

I. Chronic Disease Risk Prevention

Situation Statement

Two-thirds of all deaths in West Virginia can be attributed to heart disease (32%), cancer (23.5%), and stroke (6.8%). Additionally, the incidence of diabetes in West Virginia is 22% higher than the national average. Each of these diseases has risk factors that could be reduced through lifestyle changes. This includes the adoption of health promotion practices related to nutrition, exercise, and the use of tobacco products; plus participation in health screening programs. Extension agents can play a key role in the dissemination of timely and factual information on risk reduction strategies for these diseases. In addition, they can help facilitate the development of health promotion programs within their communities.

Performance Goal

To promote the physical health and well-being of West Virginians. This includes, but is not limited to, senior citizens, diabetics, and those with a high risk of cancer.

Indicators

Outputs

- ◆ Number of educational programs
- ◆ Number of program sites
- ◆ Number of people completing Active For Life (AFL) Program
- ◆ Number of AFL program leaders trained
- ◆ Number of cooking schools
- ◆ Number completing cooking school

Outcomes

- ◆ Number of participants who adopt a practice following “Active for Life”
- ◆ Number of participants who adopt a practice following a cooking school
- ◆ Number completing cancer education program who adopted a practice

Action Plan

1. Facilitate regional diabetic cooking schools (Dining with Diabetes)
2. Promote the Active for Life Program. This is a group exercise program tailored specifically to meet the needs and capabilities of senior citizens.
3. Plan, market, and organize local cancer education programs to targeted audiences.
4. Disseminate timely information to the public on cancer-related risk factors and cancer prevention opportunities.

Collaborations/Linkages

- ◆
- ◆ Health Departments
- ◆ Hospitals
- ◆ Community Educational Outreach Service (CEOS) clubs
- ◆ Nursing homes
- ◆ Diabetic support groups
- ◆ Dietitians
- ◆ Persons with diabetes
- ◆ West Virginia Bureau for Public Health
- ◆ West Virginia diabetes control program
- ◆ Diabetes comprehensive grant partners
- ◆ Senior citizen organizations
- ◆ Churches
- ◆ Civic groups
- ◆ Skilled nursing and assisted-living homes and senior housing centers
- ◆ Retired nurses
- ◆ Physical education teachers
- ◆ AARP
- ◆ Mary Babb Randolph Cancer Center
- ◆ West Virginia Bureau for Public Health
- ◆ Local health departments
- ◆ Tobacco coalitions
- ◆ Lung, heart, cancer, dental associations/agencies

Target Audiences

- ◆ Diabetics
- ◆ Populations with a high cancer risk
- ◆ Senior citizens

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 3.5
- ◆ Annual Funding: \$196,000

I. Family Resource Mgmt

Situation Statement

Hunger is a real and pervasive problem in West Virginia. It is estimated that 37% of all children age 12 or younger are hungry or at risk for hunger, and 15% of the total population in West Virginia is hungry. Clearly this is a result of West Virginia's high poverty rate. People who live in poverty suffer from hunger because of inadequate resources to buy food. Public policies and programs must address the poverty issue directly, but they also should seek to strengthen the capacity of limited-resource families to use their available resources wisely. This includes the adoption of sound nutritional practices and wise decision-making in the purchase of food products. Building upon a rich tradition of extended nutrition education to West Virginia families, Extension can assume a leadership role in advancing the food management practices of limited-resource families in West Virginia, particularly those families that are impacted by the new welfare reform legislation.

Performance Goal

To promote the adoption of sound nutrition practices and wise decision-making in purchasing/preparing food products.

Indicators

Outputs

- ◆ Number of educational programs
- ◆ Number of collaborating agencies & partners
- ◆ Number completing offered programs
- ◆ Number of store tours
- ◆ Number of “Buy Wise Eat Smart” (BWES) newsletters distributed

Outcomes

- ◆ Number who adopt sound nutrition practices
- ◆ Changes in nutritional practices as documented through food recalls
- ◆ Changes in financial planning practices of participants

Action Plan

1. Continue to implement of Be Smart, Eat Smart program.
2. Conduct the "Buy Wise Eat Smart" program.
3. Provide expertise and supervision for local staff in networking with agencies, program implementation, and data collection.
4. Continue the implementation of the High School Financial Planning Program with teachers who will instruct students.
5. Continue the implementation of the Expanded Food and Nutritional Program. (EFNEP)

Collaborations/Linkages

- ◆ Food Stamp offices
- ◆ WVU departments of Social Work and Family & Consumer Sciences
- ◆ Local grocers
- ◆ Health coalitions and agencies
- ◆ WIC
- ◆ Food banks
- ◆ West Virginia Coalition on Food and Nutrition

Target Audiences

- ◆ Families with limited resources

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 7
- ◆ Annual Funding: \$366,000

I. Safety

Situation Statement

The people of West Virginia desire and deserve safe home and work environments. Each year fires, work injuries, and other health problems result in the loss of life, property, and income. Any reduction or prevention of these problems provides significant economic benefits for workers and employers alike. Statewide fire fighter training and occupational safety and health programs have been developed to address some of the safety and health problems.

Performance Goal

To provide training and assistance to fire fighters, employers and employees for the purpose of reducing safety and health problems in the state.

Indicators

Outputs

- ◆ Number of fire brigade programs taught
- ◆ Number of workplace safety programs taught

Outcomes

- ◆ Lowered incidence of fire
- ◆ Lowered fire insurance costs
- ◆ Lowered incidence of work-related injuries

Action Plan

1. Conduct fire brigade classes
2. Conduct Construction Fall Prevention programs
3. Conduct public programs on asbestos, lead, and radon

Collaborations/Linkages

- ◆ Office of Safety and Health Administration (OSHA)

Target Audiences

- ◆ Volunteer and paid firefighters
- ◆ Board of education employees
- ◆ Facility managers
- ◆ Affordable housing project employees
- ◆ Realtors
- ◆ Emergency responders
- ◆ General plant personnel
- ◆ Industrial fire brigade personnel
- ◆ Rescue workers
- ◆ EMS personnel

Program Duration/Resources

- ◆ Duration: long-term
- ◆ Annual FTE's: 5
- ◆ Annual Funding: \$280,000*

*additional \$200,000 for 6 FTE (grants/contracts/fees)

Goal 4: To achieve greater harmony (balance) between agriculture and the environment.

To support Goal 4, West Virginia has undertaken a variety of programs. Each of these programs will be supported by 3D funding, and will therefore be reported in the future. In light of this future elaboration, only general reference to these programs will be made below.

Sustainable Agriculture

The key focus of the sustainable agriculture program is to train agriculture and natural resource professionals to incorporate economics, environmental, and social parameters in their technology designs that impact production, harvesting/processing, and marketing strategies for commercial and part-time operations in the state. Critical components of these systems deal with plant health, soil health, nutrient recycling, and waste utilization.

Water Quality

West Virginia Water Quality Program is directed toward nutrient management and nutrient recycling via a nutrient management plan. These plans incorporate Best Management Practices (BMPs) appropriate to the designed system and site. Producers will be encouraged to use (where economical and appropriate) animal, industrial, and municipal wastes in their nutrient needs scheme. Application designs will include both nitrogen and phosphorus considerations.

Rural Resource Extension Act

This natural resource program area has four key future thrusts: (1) developing small woodlot management programs focused on improving the crop tree stands through tree release programs to improve the yield of desirable species and help woodlot owners use other strategies to improve the value of their woodlots, (2) promoting sound harvesting practices to reduce soil erosion from roads and landings, (3) increasing lumber value through value-added processing opportunities, and (4) supporting multiuse forest strategies with appropriate technology.

Pesticide Impact Assessment

Pesticide impact strategies will be supported by technical information secured from pesticide use inventories on West Virginia's important crops. This baseline data will help in transition as changes or anticipated changes in pesticide use are evaluated. Changes might include loss of registration, pesticides not available in small quantities to serve small producers, or the need to use less-toxic options.

Pesticide Applicator Training

West Virginia's Pesticide Applicator Training Program will be directed toward certification and recertification efforts for 1,200 commercial applicators in nine categories and 5000 producers in

the private category. Key elements in the program are personal safety, equipment calibration, selection of the correct pesticide for the situation, proper storage and mixing, record keeping, and evaluation. Where applicable, no pesticide will be used in the control.

Integrated Pest Management

The focus of West Virginia's IPM program is to manage pests at an acceptable level so enterprises are profitable and the operation is environmentally sound. Designed management systems will incorporate pesticides, cultural strategies and mechanical considerations. Scouting will be an essential component in selecting the ultimate strategy and evaluating success. West Virginia programs will include a community component for lawns and gardens through the Master Gardener Program.

Goal 5: Enhance economic opportunity and quality of life among families and communities.

I. Community/Economic Development

A. Business Retention and Expansion

Situation Statement

West Virginia has had one of the highest unemployment rates in the nation for the last two decades. The need for more and better paying jobs and economic development is universally accepted throughout the state.

There are two approaches to economic development. One is to actively pursue industry and business with the intention of getting them to locate in the community. The other is to "grow businesses." This is done by aiding in the development of existing businesses already in the community and providing support for community members who wish to start their own businesses. It is the latter strategy that will be used here. It is undertaken because research has shown that up to 80% of new jobs in a community are created by the expansion of existing firms.

Performance Goal

To promote job growth and entrepreneurial business opportunities in West Virginia.

Indicators

Outputs

- ◆ Number of clients contacted
- ◆ Number of educational programs
- ◆ Number of businesses visited

Outcomes

- ◆ Number of businesses created
- ◆ Number of businesses that became self-supportive
- ◆ Number of businesses retained
- ◆ Number of businesses expanded
- ◆ Number of jobs generated

Action Plan

1. To promote job growth, WVU Extension will conduct the Business Retention and Expansion (BR&E) Program to help communities identify the concerns and barriers to survival and growth facing local businesses.

2. Create more entrepreneurial business opportunities in the state by providing technical support and educational opportunities. Examples include: incorporating entrepreneurship into 4-H activities, supporting existing entrepreneurship activities, and teaching business skills to adults so that they may supplement existing incomes with home-based businesses.

Collaborations/Linkages

- ◆ West Virginia Development Office
- ◆ Local development agencies
- ◆ Industrial authorities
- ◆ Local chambers of commerce
- ◆ West Virginia University departments, centers, and colleges
- ◆ Small Business Development Centers
- ◆ U.S. Small Business Administration

Target Audiences

- ◆ Communities in West Virginia
- ◆ Existing and potential entrepreneurs in West Virginia

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 1
- ◆ Annual Funding: \$63,000

A. Community Leadership for Sustainable Development

Situation Statement

West Virginia communities are being expected to do more as the ideals of New Federalism push more government activities to the local level. Because of this, responsive local governments, strong organizations, and a network of effective leaders working for community improvement are essential to economic and community development.

The demand for greater flexibility at the local level was one of the ten most pressing issues in the state according to local public officials in a 1996 survey. Also, issue-based community development activities and leadership and volunteer development were seen as prominent matters in the county Extension meetings held in late 1996. Development of sustainable communities is most successful when solutions to problems involve participation of local residents of all backgrounds. They must be involved in identifying community issues and helping to establish a local development agenda.

Performance Goal

To establish effective organizations, networks, and skilled leaders in order to give local governments, organizations, and residents the opportunity to become more active participants in further enhancing the economic/social/political infrastructure of the community.

Indicators

Outputs

- ◆ Number of clients contacted
- ◆ Number of educational programs conducted

Outcomes

- ◆ Number of businesses adopting recommendations
- ◆ Number of Community Fellows put in place

Action Plan

1. Through the Local Government Technical Assistance program, assist counties, cities, towns, Extension units, civic groups, and community organizations in becoming more responsive/effective in meeting the needs of residents.
2. Through the Community Fellows program, develop community-based planners who are knowledgeable about university resources and are capable of carrying out collaborative work making use of those resources in their communities.
3. Initiate Sustainable West Virginia Communities, a program that helps communities to identify weak points within their infrastructure and then develops a plan to correct these problems.
4. Involve local residents in recruiting physicians to areas of West Virginia that are medically underserved.
5. Improve current job training systems so that citizens can acquire safe, high-paying jobs.
6. Work to improve communities' ability to provide safe, affordable, and attractive housing.

Collaborations/Linkages

- ◆ W. Va. Rural Development Office
- ◆ West Virginia Municipal League
- ◆ West Virginia Association of Counties
- ◆ WVU Department of Public Administration
- ◆ Institute for Public Affairs
- ◆ WVU colleges, schools, centers, and institutes
- ◆ The Appalachian Regional Commission
- ◆ The Benedum Foundation
- ◆ The Community Collaborative, Inc.
- ◆ Northeast Regional Center for Rural Development
- ◆ West Virginia Clearinghouse for Workforce Education

Target Audiences

- ◆ Communities in West Virginia

Program Duration/Resources

- ◆ Duration: intermediate/long-term
- ◆ Annual FTE's: 3.5
- ◆ Annual Funding: \$213,000

A. Community Appearance/Aesthetics

Situation Statement

Many localities have problems in the areas of Community Appearance/Aesthetics. In a 1996 survey, infrastructure issues were among the ten most pressing for all public officials in the state. Furthermore, these issues were seen as being of equal importance to county officials.

For communities to become and/or remain viable places, these problems must be addressed. Communities will need to be proactive. They will need to take the necessary actions to bring about their desired futures. A variety of methods will be used to achieve this goal. The central theme, however will be the same -- working with community leaders to identify concerns and develop potential solutions to those problems by building upon the strengths of the community.

Performance Goal

To assist communities with both cultural and economic development, helping them to formulate plans of development based both on expressed concerns and desired outcomes.

Indicators

Outputs

- ◆ Number of communities contacted
- ◆ Number of educational programs
- ◆ Number of clients contacted

Outcomes

- ◆ Number of businesses adopting recommendations

Action Plan

1. Increase the awareness of communities' strengths and weaknesses by providing them information from a fresh, unbiased perspective. This information, provided through the First Impressions Program, can then be used to enhance their image.
2. Through the Community Design Team and Community Planning programs, communities will receive a set of working plans for future development.

3. Assist communities in preserving and celebrating their historic resources. This is done with both economic and cultural ends in mind.

Collaborations/Linkages

- ◆
- ◆ State Historic Preservation Office
- ◆ Community members
- ◆ Chambers of commerce
- ◆ Economic developers
- ◆ Municipal officials, university faculty
- ◆ West Virginia Chapter of the American Institute of Architects
- ◆ West Virginia Planning Association
- ◆ West Virginia Municipal League
- ◆ West Virginia Association of Counties
- ◆ WVU faculty
- ◆ Relevant federal agencies

Target Audiences

- ◆ Small towns
- ◆ Neighborhoods of larger cities

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 4.0
- ◆ Annual Funding: \$239,000

A. Recreation and Tourism

Situation Statement

The unique natural resources and beauty of West Virginia enhance the potential for tourism development. West Virginia's location and natural/human resources continue to attract out-of-state revenue. Examples of these resources include small landowners seeking supplementary income; scenic rural settings; forests; lakes, rivers, and streams; State Parks; National Forests; and sparse population. In addition, West Virginia's proximity to larger population centers encourages short vacations.

Performance Goal

To enhance and help cultivate economic development within the recreation and tourism industries.

Indicators

Outputs

- ◆ Number of enterprises begun, or expanded.

- ◆ Number of participants in seminars.

Outcomes

- ◆ Annual revenue increase

Action Plan

1. Develop a series of fact sheets describing West Virginia's resources.
2. Provide in-service training for Extension agents.
3. Provide training for farmers and landowners.

Collaborations/Linkages

- ◆ Direct Marketing Association
- ◆ WVU College of Business and Economics
- ◆ WVU College of Agriculture, Forestry and Consumer Sciences
- ◆ Extension program centers
- ◆ West Virginia Department of Agriculture
- ◆ West Virginia Department of Natural Resources
- ◆ West Virginia Division of Tourism
- ◆ Trade associations
- ◆ Small Business Development Centers
- ◆ USDA Rural Development
- ◆ Financial institutions

Target Audiences

- ◆ WVU faculty
- ◆ Landowners
- ◆ Established business owners
- ◆ Aquaculture producers

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 2.5
- ◆ Annual Funding: \$147,886

II. Strengthen Families

A. Parenting and Child Care

Situation Statement

The social structure of American society has changed profoundly in the past 40 years. Dramatic economic, social, and demographic changes have extensively altered the family structure.

Families are the basis for developing people to assume positions of future leadership in society. Families are the nurturers, care givers, role models, teachers, and counselors; and they instill values in their members. Every level of society is affected when families fail to support and guide their children.

In general, society lends little support or educational assistance to families. Agencies and institutions rarely advocate for families and children unless they are in severe situations. Parents living in isolated areas with few services or living in poverty or near poverty often face severe difficulties in exercising their parenting responsibilities.

Becoming a parent while still in adolescence also hinders one's ability to understand and exercise parenting responsibilities. West Virginia has a high percentage of teens who are parents. According to recent statistics, one out of every 19 West Virginians ages 15-19 has a baby. The number of births to unmarried girls ages 10-19 increased by 82.6% during the past two decades.

A growing number of children in West Virginia live in single-parent households. Single-parent households have a unique set of circumstances and place an even greater demand on the need for child care outside of the home.

More parents have entered the workforce during the past decade, which has increased the need for childcare. Poor quality of child care available to parents often hinders their ability to be productive in the workforce. Parents working extended hours and families of children with special needs face additional pressures in obtaining quality child care.

Performance Goal

To empower and strengthen the capacity of families to nurture, support, and guide children to becoming caring, competent, and health individuals.

Indicators

Outputs

- ◆ Parenting education programs
- ◆ In-service training programs
- ◆ Adoption of parenting curriculum
- ◆ Evaluation of curriculum
- ◆ Network of community leadership

Outcomes

- ◆ Number of parents gaining knowledge as a result of participating in parenting classes
- ◆ Number of new practices adopted as a result of classes
- ◆ Number of agencies collaborating to improve the quality of parenting with high-risk families

Action Plan

1. Collaborate with community agencies to offer parenting education programs.
2. Conduct parenting in-service training for agents.
3. Promote and/or implement workshops using a parenting curriculum.
4. Conduct a six-week parenting class to improve parenting skills.
5. Complete evaluation that is provided with curriculum.
6. Develop community leadership by using community resources and other consultants.

Collaborations/Linkages

- ◆
- ◆ W. Va. Department of Health and Human Resources (DHHR)
- ◆ WIC
- ◆ Youth Advocate Council
- ◆ Regional Education Service Agency (RESA)
- ◆ Resource and referral agencies
- ◆ “Starting Points” centers
- ◆ Head Start
- ◆ Colleges
- ◆ Hospitals
- ◆ Regional adolescent specialists
- ◆ West Virginia Department of Education
- ◆ Family Resource Networks
- ◆ Schools

Target Audiences

- ◆ Parents
- ◆ Other youth-serving agencies and organizations

Performance Goal

To increase the quality, affordability, accessibility, and availability of child care programs

Indicators

Outputs

- ◆ Number of new child care centers established
- ◆ Number of workshops conducted
- ◆ Number of children impacted through initiative
- ◆ Number of child care centers engaged in professional development programs
- ◆ Number of collaborations developed
- ◆ Number of public policy items disseminated related to child care

Outcomes

- ◆ New knowledge, skills, and abilities of child care providers
- ◆ Increased quality of existing child care programs
- ◆ Increased nutritional value of meals and snacks served in child care centers

- ◆ Increased number of employer-assisted child care options
- ◆ Increased number of child care programs and options available to families
- ◆ Increased knowledge of parents in selecting quality child care
- ◆ Increased awareness of child care public policy issues
- ◆ Increased sustainability of newly created child care programs and businesses

Action Plan

1. Disseminate public policy information as needed to support the development of quality child care programs.
2. Collaborate with local groups and organizations to promote the development of new programs.
3. Facilitate the training of child care providers in collaboration with Resource and Referral agencies and the State Department of Education.
4. Aid in the networking/communication of training opportunities.
5. Provide easy access to quality research, best practices, and education resources related to child care.
6. Provide educational programs to parents to strengthen home environments for children and assist with selecting quality child care arrangements.
7. Assist employers in developing a wide range of child care options.
8. Partner with others who are conducting child care initiatives at the federal, state, and local levels for maximizing resources and avoiding duplication.
9. Provide child care training.

Collaborators/Linkages

◆

- | | |
|---|-----------------------------------|
| ◆ Resources and referral agencies | ◆ Family Resource Networks |
| ◆ Starting Points centers | ◆ DHHR |
| ◆ Head Start centers | ◆ Hospitals |
| ◆ West Virginia Department of Education | ◆ Regional adolescent specialists |
| ◆ RESA | ◆ Schools |
| ◆ WIC | ◆ Colleges Target Audiences |
| ◆ Youth Advocate Council | |
| ◆ Center-based and family-based child care providers | ◆ Children |
| ◆ Parents | |
| ◆ Other organizations and agencies working with child care provider | |

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 3
- ◆ Annual Funding: \$168,000

III. Youth Development

A. Youth Literacy

Situation Statement

A devastatingly large number of people in America cannot read well to be successful in life. A large number of school-age children face significant difficulties in learning to read, and an increasing proportion are considered learning disabled because of their reading difficulties. In fact, 40% of America's children are not reading on grade level when they enter the fourth grade. Failure to learn to read adequately is especially likely among poor children, children who are members of racial minority groups, and those whose native language is not English. Children from low-income communities are particularly vulnerable during the summer when they lose academic skills and return to school in the fall behind where they were in the spring.

Performance Goal

To instill in children—especially those from at-risk populations—the reading skills necessary for success in life.

Indicators

Outputs

- ◆ Number of Energy Express sites
- ◆ Number of children enrolled in Energy Express
- ◆ Number of volunteers and volunteer hours contributed at Energy Express sites
- ◆ Number of local agencies and organizations collaborating to plan, implement and evaluate Energy Express
- ◆ Number of Reading Partners trained and contributing volunteer hours
- ◆ Number of hours contributed by Reading Partners
- ◆ Number of agencies and organizations contributing to WVU literacy programs

Outcomes

- ◆ At least 70% of children participating in Energy Express will maintain or increase their reading achievement as measured by the Woodcock Johnson Test of Reading Ability
- ◆ At least 10% of the children attending a school or child care program serving as a Reading Partner placement site will have an increase in sustained reading time with a reading partner
- ◆ Mentors and reading partners will increase in commitment to community service and personal efficacy

- ◆ At least 10% of parents and 10 community members will volunteer at each Energy Express site
- ◆ At least five community agencies or organizations will be contributing partners at each Energy Express site

Action Plan

1. Work with children living in low-income communities during the summer to improve/maintain their reading skills.
2. Increase opportunities for sustained reading for children during the school year.
3. Engage the community in children's learning through volunteer efforts in the summer (Energy Express) or during the school year (Reading Partner programs).
4. Work to maintain or increase commitment to service and personal efficacy of Energy Express college student mentors and reading partner volunteers.
5. Engage the community in children's learning through local collaborations involving agencies and organizations.

Collaborations/Linkages

- ◆ Local boards of education
- ◆ Community action groups
- ◆ Libraries
- ◆ Parent organizations
- ◆ Businesses
- ◆ Faith communities
- ◆ Social service and health agencies
- ◆ Civic organizations
- ◆ Read Aloud chapters and other literacy programs

Target Audiences

- ◆ At-risk youths

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 6*
- ◆ Annual Funding: \$1,080,623

* 500+ mentors/site coordinators

A. Postsecondary Education

Situation Statement

West Virginia has one of the lowest college going rates in the United States. Only 41% of high school graduates continue their education beyond high school. Of these 40% who attempt postsecondary education, there is a 59% college dropout rate. According to the 1990 U.S. Census, West Virginia ranked last in the percentage of high school graduates who entered college and almost last in the nation in per capita income.

Research conducted by several Extension Agents with the West Virginia University Extension Service agents revealed that students need to be involved in programs that directly connect higher education and public schools. This involvement enhances their prospects for obtaining skills required in the modern labor market. Also, if youths are living with single parents, in a minority group, have low income, or have parents with limited education, they are less likely to see themselves as being able to pursue education beyond high school. The research indicates that these youths need access to procedures for college preparation and access to college campuses. Also there is a need for a mentor/mentee role in their lives, coupled with being involved in extracurricular service activities (England, Whitt, and McGrady, unpublished, 1998).

Performance Goal

To provide educational/career programming to families/youths in West Virginia as an avenue to increase the percentage of the population attending postsecondary schools.

Indicators

Outputs

- ◆ Number of participants at W.Va. CARES weekends
- ◆ Number of educational institutions participating in W.Va. CARES
- ◆ Number of high schools served by the program
- ◆ Number of counties served by the program
- ◆ Number of teens using career project book
- ◆ Number of counties collaborating with WVUES to provide career information to school-age youths

Outcomes

- ◆ Increased number of high school graduates pursuing a postsecondary education
- ◆ Increased number of graduates from postsecondary programs in West Virginia
- ◆ Increased number of collaboratives established between West Virginia colleges and universities
- ◆ Increased career knowledge possessed by youths
- ◆ Increased work-related skills by youths

Action Plan

1. Plan and facilitate four West Virginia C.A.R.E.S. symposia throughout the state.
2. Distribute a handbook of postsecondary resources.
3. Serve as adviser to collegiate 4-H clubs.

4. To make accessible to counties an up-to-date 4-H project book on careerism, which includes information on career goals, self-exploration, resume writing, interviewing skills, and preparedness for the world of work.
5. Collaborate with the school system to provide programming in careerism.

Collaborations/Linkages

- ◆
- ◆ West Virginia Association of Independent Colleges
- ◆ Woodlands Mountain Institute
- ◆ Marshall University
- ◆ WVU Potomac State
- ◆ West Virginia University Institute of Technology
- ◆ West Virginia University
- ◆ West Virginia Department of Education
- ◆ Local school systems

Target Audiences

- ◆ Families
- ◆ Youth in West Virginia
- ◆
- ◆ **Program Duration/Resources**
- ◆ Duration: intermediate
- ◆ Annual FTE's: 1
- ◆ Annual Funding: \$52,000

A. 4-H Youth Development

Situation Statement

Youth development is the process of assisting youths from birth to healthy, productive adulthood. Children don't experience this journey alone. It involves the family and the community around them including schools, organizations, and peers. Although the process does include elements which are sequential and predictable, it does not occur by chance.

Positive youth development focuses on providing a safe, secure environment, connectedness with others, a sense of belonging, mastery of skills and competencies, and opportunities to contribute to society. These are the needs and competencies that help youth to thrive. And for those involved in youth development programming, these are the skills and competencies that must be supported. "While children can, and often do, make the best of difficult circumstances, they cannot be sustained and helped to grow by chance arrangements or makeshift events. Something far more intentional is required: a place, a league, a form of association, a gathering of people where value is placed on continuity, predictability, history, tradition, and a chance to

test out new behaviors” (Pittman, K., 1991, Promoting Youth development. Strengthening the role of youth-serving and community organizations).

Positive youth development, 4-H, can’t operate by chance or fate. It must intentionally develop educational opportunities and environments for youth. Research indicates that effective youth development programs are comprehensive, flexible, responsive, and mindful of the child’s context within family and community. Positive youth development must be deliberate in using high-quality standards and effective practices that incorporate evaluation and continuous improvement. To support the mastery of skills, positive youth development must be challenging and creative – not mundane or routine. Learners must be actively engaged in learning.

Every child has varying degrees of opportunities to engage in positive youth development, dictated by their environment yet all children are entitled to its benefits. Despite the research related to the importance of positive youth development involvement, there continue to be significant disparities in participation between low-income youth and their more affluent peers. According to the best available national data, 29% of young adolescents participate in no youth development activities and fully 40% of youth in the lowest income group do not participate in such activities (National Educational Longitudinal Study of 1988: A Profile of American Eighth Grade. Washington, D.C., United States Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1990). In many neighborhoods in West Virginia positive youth development programs may be limited or nonexistent. Barriers to participation such as limited finances, transportation, or unawareness of opportunities make it difficult, if not impossible, for many low-income youths to become involved.

Performance Goal

Assist West Virginia youths to reach their fullest potential through the 4-H youth development program.

Action Plan

1. Provide monthly program guides for volunteers working with youth.
2. Establish Web page that will house team information and monthly program guides.
3. Conduct an e-mail survey of agents/program assistants/others to determine professional development needs in 4-H Youth Development.
4. Conduct a 4-H youth development needs assessment/impact study
5. Conduct self-exploratory program.
6. Support personal growth development
7. Continue to support the development of 4-H experiences for youths throughout the state in leadership, decision-making, and skill development.

Collaborations/Linkages

- ◆ 4-H volunteer leaders
- ◆ 4-H members
- ◆ Schools

- ◆ Other youth-serving agencies
- ◆ WVU College of Agriculture, Forestry and Consumer Sciences
- ◆ Community collaborators
- ◆ Adult volunteers

Target Audiences

- ◆ Youth

Performance Goal

To provide educational experiences for youth through the camping program.

Indicators

Outputs

- ◆ Number of participants
- ◆ Number of agents trained in American Camping Association quality standards
- ◆ Percentages of agents using youth development criteria
- ◆ Number of youths involved
- ◆ Number of volunteers involved
- ◆ Number of volunteers trained
- ◆ Number of volunteers using monthly program guides
- ◆ Number of volunteers using Web page

Outcomes

- ◆ Improved leadership skills
- ◆ Skill building for youths
- ◆ Friendship/relationship building
- ◆ Number of camps improving quality of experiences
- ◆ Number of camps assessing standards in comparison with the American Camping Association
- ◆ Increase in skills of volunteers working with youths
- ◆ Increase in skills and competencies of youths involved

Action Plan

1. Document impacts of participation in camping program.
2. Offer training to professionals and volunteers to increase their ability to provide high-quality camping experiences for youth.
3. Develop guidelines for providing high-quality, safe camping experiences for youths in West Virginia.

Collaborations/Linkages

- ◆ Volunteers

- ◆ Youths
- ◆ Youth-serving organizations and agencies

Target Audiences

- ◆ Youths
- ◆ Volunteers

Program Duration/Resources

- ◆ Duration: long-term
- ◆ Annual FTE's: 14
- ◆ Annual Funding: \$694,000

A. Youth Resiliency

Situation Statement

According to a joint study conducted by West Virginia Kids Count Fund and the WVU Survey Research Center, 30% of West Virginia children and youth live in poverty. This rate, up from 18.5% in 1980, is nearly 50% above the national average of 20.8.

Almost half (47.7%) of all school-age children in West Virginia qualify for free and reduced-price school meals. One out of every 19 West Virginians ages 15-19 has a baby. The number of births to unmarried girls ages 10-19 increased by 82.6% between 1980 and 1995. West Virginia children and youth are increasingly more likely to be living with one parent; single-parent families increased by 45% between 1980-1995. In the past seven years, the number of West Virginia young people living in foster homes increased by more than 60%. From 1975 to 1996, the percentage of births to unmarried mothers in the state has risen from 14% to 44%. In 1995, nearly 14,000 referrals of child abuse were reported and investigated in West Virginia.

West Virginia has almost 420,000 children and youths under age 18. A large number are adversely affected by one or more risk factors that make resiliency development difficult. There is a tremendous need for developing resiliency in West Virginia. "Resiliency is the ability to bounce back from stress and crises. It is displayed in individuals as optimism, resourcefulness, and determination. Individuals, families and communities demonstrate resiliency when they build caring support systems and solve problems creatively. While individuals, families and communities each have unique coping capabilities, together they form a dynamic support system" (National Network for Family Resiliency. Cooperative Extension Service, 1993).

Performance Goal

To enhance resiliency of West Virginia youths and families by assisting communities and family support systems.

Indicators

Outputs

- ◆ Number of agents engaged in the youth, family and community assessments
- ◆ Number of training sessions conducted and number of participants
- ◆ Compilation of data associated with the skills of agents in the creation and utilization of community collaborations
- ◆ Compilation of data associated with the extent that youth development programs address protective factors to build youth resiliency
- ◆ Number of external partners and academic faculty involved

Outcomes

- ◆ Increase in knowledge and skills of Extension agents and staff and community-based collaboratives on youth resiliency
- ◆ Increase the organization's capacity to serve high-risk audiences

Action Plan

1. Assess Extension agents' awareness of at risk-audiences' needs.
2. Assess Extension agents' comfort level in working with at-risk audiences.
3. Assess Extension agents' abilities to work with at-risk audiences.
4. Identify nontraditional youth development programs and what protective factors they address to build resiliency.
5. Review National Youth Risk Survey results and other literature to determine what protective factors for building resiliency are most important.
6. Gather additional research information about at-risk youths and families in relation to resiliency.
7. Search CYFAR Web sites and other sources to identify existing instruments for the assessments listed previously.
8. Obtain IRBs for all assessments.
9. Implement and tabulate assessments.
10. Plan and develop pilot training at the proposed Children, Youths And Families At Risk (CYFAR) sites in Kanawha, Monroe, and Lincoln counties.
11. Support after-school programs in Charleston.

Collaborations/Linkages

- ◆ CYFAR steering committee
- ◆ WVU Extension Service
- ◆ West Virginia University faculty
- ◆ Local community collaboratives

Target Audiences

- ◆ Extension programs/administrators/staff
- ◆ At-risk youths/families in West Virginia
- ◆ Community collaborators

Program Duration/Resources

- ◆ Duration: intermediate
- ◆ Annual FTE's: 10
- ◆ Annual Funding: \$371,390

A. Volunteer Leadership Development

Situation Statement

This is an age of rapid change. Scientific discovery and technology are introducing change at an unprecedented rate. People's lives, families, and communities are changing faster than ever in history. The development of leadership is even more important than in previous times when change occurred at a continuous yet comfortable rate. The development of leadership skills provides tools to enable individuals to live and work to make their communities better places to live.

Leadership competencies—including communication skills, human-relations skills, critical thinking, perception skills, reflection, and the ability to assimilate and act quickly—are necessities for harnessing fast-paced complex lives. Leadership is built on one's own values and beliefs and thus includes a self-discovery component. A good leadership development model is a combination of planned skill-based learning experiences and self-directed activities where the participant takes control of his/her own learning. Practical projects that encourage application of leadership are an important element of leadership development.

Through a variety of Extension's leadership initiatives, volunteers can develop skills, learn more about themselves, and become involved in practical projects designed to put their newly acquired competencies to the test in a nonthreatening, supportive environment.

Performance Goal

To increase the skills of volunteers through participation in Extension programs.

Indicators

Outputs

- ◆ Number of Extension agents to complete a volunteer management-training workshop
- ◆ Number of Extension agents implementing a volunteer management system
- ◆ Number of volunteers receiving orientation training in leadership and/or organizational and management skills
- ◆ Number of volunteer leaders attending educational workshops on leadership development on the local, state, or national level
- ◆ Increased visibility for Extension professionals as a credible resource for information related to volunteer management

Outcomes

- ◆ Increased skill level of volunteers
- ◆ Increased percentage of volunteers in management positions
- ◆ Decreased percentage of volunteers experiencing symptoms associated with stress or depression
- ◆ Increased number of volunteers using task descriptions for volunteer role

Action Plan

1. Develop and maintain a volunteer management system to support county Extension programs including such elements as recruitment, screening, interviewing, and risk-management.
2. Provide leadership development training for volunteers including 4-H camp counselors, master gardeners, teens, Community Educational Outreach Service, Inc.
3. Provide training on basic management skills to volunteers in the community.
4. Encourage the use of task descriptions for all volunteers.
5. Provide comprehensive orientation training for new volunteers.

Collaborations/Linkages

- ◆ West Virginia Commission for National and Community Service
- ◆ State Commission
- ◆ West Virginia Association of Volunteer Administration
- ◆ West Virginia University faculty (specialists and agents)
- ◆ Community Educational Outreach Service, Inc.

Target Audiences

- ◆ Community volunteers
- ◆ Potential volunteers
- ◆ Teens
- ◆ Volunteers involved in other community organizations and agencies

Program Duration/Resources

- ◆ Duration: long-term
- ◆ Annual FTE's: 7.5
- ◆ Annual Funding: \$412,350