

INDIANA

PLAN OF WORK

FY 1999-2004

Goal 1: An agricultural system that is highly competitive in the global economy. Through research and education, empower the agricultural system with knowledge that will improve competitiveness in domestic production, processing, and marketing.

Agricultural Competitiveness
Agricultural Awareness and Understanding
Horticulture and Turf
Alternative Agricultural Economic Opportunities

Goal 2: A safe and secure food and fiber system. To ensure an adequate food and fiber supply and food safety through improved science based detection, surveillance, prevention, and education.

Food Safety and Quality

Goal 3: A healthy, well-nourished population. Through research and education on nutrition and development of more nutritious foods, enable people to make health promoting choices.

Nutrition, Health and Wellness

Goal 4: Greater harmony between agriculture and the environment. Enhance the quality of the environment through better understanding of and building on agriculture's and forestry's complex links with soil, water, air, and biotic resources.

Environmental Stewardship and Natural Resource Conservation and Protection
Forest and Woodland Stewardship, Management and Utilization

Goal 5: Enhanced economic opportunity and quality of life for Americans. Empower people and communities, through research-based information and education, to address economic and social challenges facing our youth, families, and communities.

Resilient, Self-Reliant, Strong Families
Youth Development
Land Use
Leadership Development
Financial Management

Work Readiness, Career Development, Life Skills
Community and Economic Development
Human Safety

PEER REVIEW PROCESS

The Extension education activities of all staff involved in the Purdue University Cooperative Extension Service are reviewed annually in an informal manner as part of their on-going performance review process. Beginning with the 2000-2004 Plan of Work process, a formal, multi-faceted peer review process will also be initiated.

The internal peer review process will be associated with the organization structure established in the 2000-2004 Plan of Work. Following the stakeholder needs assessment process that is described in another section, sixteen Plan-of-Work issues were identified. A Plan-of-Work oversight team has been established for each of the sixteen issues. Campus-based specialists and county-based educators are represented on each team. In addition to other responsibilities, these teams will assess the defined objective, approach and methods, importance and relevancy, relation to research-based information, effectiveness, adequacy, and appropriateness of the educational programming underway in each issue area.

An external peer review process will also be developed whereby a process of collaboration with Extension administration in states surrounding Indiana will be established. In the process, both Extension administration and staff from surrounding states will review the educational programming offered by the Purdue system. Many of the criteria listed above will be assessed. In addition, the external review will be used to assess general direction of the programs as well as the opportunities for multi-state collaboration.

EXTENSION RESOURCES

Purdue University Cooperative Extension Services total operating budget for fiscal year 1999 -2000 is \$46,214,627. This includes \$8,289,286 Smith -Lever 3(b)(c); \$1,421,917 Smith -Lever 3(d); \$14,739,906 State; \$13,524,752 Local; and \$8,238,766 for other sources.

Goal 1
5 Year Plan of Work
Indiana
1999 - 2004

Goal One: An agricultural system that is highly competitive in the global economy. Through research and education, empower the agricultural system with knowledge that will improve competitiveness in domestic production, processing, and marketing.

Statement of Issues

Currently, the U.S. agricultural production, food and fiber processing, and distribution industry is in the midst of major structural changes. Driving these changes are: 1) changing consumer demand, 2) increasing productivity and rapidly emerging new technology, 3) government regulations and policy, 4) resource and environmental constraints, and 5) quality of life concerns among citizens of rural communities.

The agricultural industry is becoming more industrialized with various segments of the production, processing, and marketing chain becoming integrated through a variety of arrangements. The impact of this industrialization will be felt by individual farm families, agribusinesses who sell inputs and purchase farm production, consumers who purchase food and fiber, and rural communities whose economies depend on a vibrant and localized farm economy composed of independent farm family businesses.

Many commercial farms are becoming larger and more specialized moving to multi-manager, multi-operator, and/or multi-laborer operations. Commodity markets are segmenting into end-user oriented quality traits. The production, processing, and distribution of food and fiber is becoming increasingly important along with the need for strategic business planning. For Indiana agriculture to remain competitive in the global economy, the returns to capital, labor, and management must be comparable to other sectors of the economy.

However, many Indiana farms will remain more moderately sized with the focus on specialty enterprises and niche markets. Farm income will be supported to some extent by off-farm income sources. Production for niche markets is becoming more prevalent and provides opportunities for farm diversification. Some of these special enterprises generate larger profit margins than traditional field crops. Many specialty enterprises require additional expertise and skills, and in some cases these will expose the farm business to greater risks than traditional enterprises.

Longer term, the estimates of population growth indicate that by the year 2030, the earth will need to support 10 billion people. This is a doubling of our present day population leading to serious concerns about the ability to feed that many people. At the same time, consumers take the availability of high quality, affordable food and plentiful wood and paper supplies for granted, giving little thought to their origins. Likewise, consumers have little concern about the impact of government regulations and public policy decisions on the future ability to produce food and fiber to meet growing demand.

In the future, the agricultural industry must accomplish multiple goals: 1) achieve profit in production, processing, and marketing, 2) support a clean environment and practice effective stewardship of natural resources, 3) utilize socially acceptable practices and technologies, and 4) contribute to the overall quality of life of rural communities and their residents.

We anticipate the changes during the years ahead will significantly impact the agricultural and natural resource

industries and the quality of life for all citizens of Indiana. To ensure the programs of Purdue Extension remain effective and responsive to local demands, a county-level needs assessment process was undertaken during the fall and winter of 1997-98. The intent was to provide research and education program and operation direction to guide us into the next century. The issues, problems, and opportunities are becoming increasingly complex. We cannot be all things to all people. Setting priorities and establishing collaborative partnerships will be essential. The results of the needs assessment process are being used to develop state and county plans-of-work that will provide focus and direction for programming. These plans-of-work will be implemented in the fall of 1999.

Performance Goals

Purdue Extension is committed to providing the education and outreach programs necessary for Indiana to be a leader in the areas of food, fiber, horticulture, forestry, and natural resources in the future. Purdue Extension is committed to developing and delivering educational information to provide all Indiana citizens with the opportunity to analyze and adopt useful emerging technologies and research. This technology and research maintains family farms in a continuum of sizes and intensities, bolsters communities, and keeps Indiana agriculture financially stable, environmentally benign, globally competitive, and socially acceptable.

The anticipated outcomes of the agricultural competitiveness programming will be:

- 1) Increased adoption of strategies, technologies, and practices that will strengthen the competitiveness and profitability of Indiana agriculture.
- 2) Improved production efficiencies of field crop, horticultural, forestry, and animal enterprises through the adoption of best management practices and whole farm management strategies.
- 3) Enhanced relationships among urban, rural non-farm, and farm citizens that will improve their ability to work together to solve conflicting demands on natural resources and production and processing technologies.
- 4) Increased knowledge among producers and agricultural businesses to implement alternative enterprises and value-added market strategies.
- 5) Improved use of business management practices that will improve producers' abilities to manage family quality of life concerns and to market, produce, finance, and promote products from new enterprise and value-added alternatives.
- 6) Improved access to information about production, merchandising, product promotion, direct marketing, quality control, and government regulations related to non-traditional value-added farm enterprises.
- 7) Improved communication among producers, industry/retail businesses, and consumers regarding needed production technology, size of market demand, quality requirements and other consumer preferences, dependability of supply, and available market supply.
- 8) Increased diversification of Indiana farms.
- 9) An increased awareness, understanding, and appreciation of the total agricultural system from farm gate to plate by the general population, but specifically by producers, consumers, policy makers, community leaders, and young people.

10) An increased awareness in the general population of the inter -connectivity and inter -dependence between farm and non -farm residents.

11) An increased awareness in the general population of the importance of agricultural production, processing, and marketing activities on the economy and the quality of life in the community.

12) An expanded educational opportunity for K - 12 youth to help them understand the continuum of steps from food production to processing to consumption and the relationship to health and food safety issues.

Outcome Indicators

The outcome indicators will include measures such as the number of educational resources (publications, CD's, web sites, distance learning opportunities, etc.) developed, the number of educational events offered, and the number of faculty and staff involved in activities associated with accomplishment of the goals.

Output Indicators

The output indicators will include measures of persons completing formal and non -formal education programs associated with the goals listed above, and the number of persons who actually adopt one or more of the recommended practices or technologies, and improve their understanding of the agricultural and natural resources industries.

Evaluation Framework

In addition, Extension staff will conduct evaluations of the educational programs on a regular basis to determine if persons participating gained knowledge and to measure the effectiveness of the Extension programs. A survey will be designed so baseline information can be collected regarding agricultural awareness and the increase in awareness can be determined at some later date.

Key Program Components

Following are the major educational programs which are to be conducted in accomplishing the performance goals listed. Extension staff will:

1) Develop and deliver educational programs to producers and agribusiness staff that will increase their knowledge and skills in order to improve the competitiveness and profitability of Indiana agriculture, increase the skills of the agricultural work force, improve the marketing of commodities, and increase consideration of adopting alternative enterprises.

2) Develop and deliver educational programs on best management practices for crop and animal production and whole farm management strategies including the handling and utilization of animal waste, integrated crop management practices, the adoption of technology, and the utilization of computers for knowledge intensive agriculture.

3) Present educational programs that prepare citizens to effectively deal with issues involving urban and rural communities, such as utilization of natural resources.

4) Develop and coordinate conferences, workshops, short courses, and field days for commercial producers of

fruits, vegetables, and specialty crops, stressing integrated crop management practices, post-harvest handling, food safety, and marketing.

5) Develop programs to inform producers on marketing strategies for horticultural crops and adoption of practices and technologies to add value to raw farm products.

6) Develop educational conferences and workshops to assist farm families in assessing which alternative enterprises might be appropriate for their individual resource situations.

7) Initiate the development of a mentoring and internship program that can be used by youth and producers to develop an improved understanding of the resource and skill requirements associated with alternative enterprises.

8) Develop programs and educational materials targeted at producers and agribusinesses to help them communicate key issues to non-farm audiences.

9) Partner with key groups to develop materials and programs to inform and educate key decision makers and citizens regarding the economic and cultural impacts of agriculture in the community.

10) Partner with key groups to develop and implement an agriculturally based curriculum for pre-school, K-12, and non-formal educational youth-oriented programs.

Internal and External Linkages

Purdue Extension has always had a close working relationship among its Extension and research staff involved in topics related to relevant issues and problems faced by the agricultural and natural resource industries. Many Extension staff on campus have a research appointment that allows them the opportunity to conduct research to support their education programs.

To provide the environment for campus and field Extension staff to more closely interface, most Extension staff joined small work groups called Common Interest Groups (CIGs) in 1998. The purpose is to provide a focus for those with common interests to meet for the purposes of identifying issues and problems, and to develop and implement research and education programs that will deliver the relevant information to the appropriate target audience.

In many cases, research staff, especially those with interests in applied research, have joined some of the Common Interest Groups. With such an integration, research and Extension staff have the potential to be closely linked in multi-discipline teams.

As listed in the section regarding multi-university relations, Purdue Extension has many links to activities in surrounding states. County Extension staff situated on state lines frequently design, implement and share Extension programs with their peers in the next state.

As issues and problems facing the agricultural and natural resources industries become more complex, as individual citizens more ardently pursue life-long learning and continuous advancement of their skill and knowledge levels, and as more and more members of farm families are employed in multiple careers, the need for Purdue Extension to partner with non-agricultural centers of learning will grow. The county Extension offices will become the front door of the University's educational resources. Citizens seeking information about Purdue

will be able to obtain such information through the local Extension office.

More importantly, Purdue Extension must partner with the developing community college system taking shape within Indiana. This is especially appropriate for increasing skill development among laborers employed and to be employed within the agricultural industry.

In addition to university links, Purdue Extension will partner with many agencies and organizations to further its efforts in achieving the goals listed above. Some of these agencies and organizations include:

Natural Resources Conservation Service, USDA

Farm Service Agency, USDA

Rural Development, USDA

IN Department of Natural Resources

IN Department of Environmental Management

Soil and Water Conservation Districts

IN Department of Commerce

IN Department of Tourism

Office of the Commissioner of Agriculture

Office of the IN State Chemist

IN Society of Agri-Bankers

IN Society of Farm Managers and Rural Appraisers

IN Plant Food and Agricultural Chemical Association

IN Horticultural Society

IN Vegetable Growers' Association

IN Farm Marketers Association

Hoosier Organic Marketing and Education Association

IN Raw Products Association

IN Vocational Agricultural Teachers Association

National Agri-Marketing Association

IN Young Farmers

IN FFA

IN Department of Education

Purdue Technical Assistance Program (TAP)

Purdue School of Technology

Purdue School of Education

Various Agricultural and Commodity Organizations

Target Audiences

There are many potential audiences for Purdue Extension programs that are pertinent to the Agricultural Competitiveness Goal. These include :

Participants in the production, processing, and marketing of food and fiber and floricultural products

Farm families as family units

Citizens of rural communities

All citizens of Indiana as consumers of food and fiber and as residents possibly impacted by the activities of the

agricultural industries

Staff of private industries, agencies, and organizations involved as partners in education programs

School (public and private K - 12) administrators

Youth interested in the agricultural industry

It is important for knowledge and information to be disseminated in a variety of manners. Citizens possess a continuum of skills and preferences, learning a variety of ways and possess a variety of means of obtaining information. With an increasing number of farm families employed in a second career, Extension meetings must be supplemented with other mediums of communication such as week -end conferences, workshops, and field days; Internet-based information sources; wholesaling information through partner agencies and organizations and in appropriate situations, through private businesses who have more direct contact with specific target audiences; and newspapers and magazines.

Program Duration

The goals listed are primarily long -term (over five years) programs given the nature of the goals identified. However, program design and implementation will begin immediately in many of the focus areas identified. This is especially important for the problems and issues associated with the changing structure of agriculture. Farm families and rural communities will be especially vulnerable to adverse impact unless they are positioned to plan for the expected changes.

Allocated Resources

Note: This information is extracted from several sources. While it portrays Extension commitment, this representation does not constitute an auditable document.

Fiscal Resources

Many sources of funds are used to supplement the Federal funding sources. These include State of Indiana funds (general as well as designated for special projects and activities), grants obtained from federal, state, and county governmental units and agencies as well as from organizations, private industry, and not -for -profit agricultural, commodity and specific purpose organizations.

<u>Year</u>	<u>Smith - Lever Designated for Goal 1</u>
2000	\$2,444,000
2001	2,444,000
2002	2,444,000
2003	2,444,000
2004	2,444,000

Human Resources

As part of the process to develop the Indiana Five Year (1999 - 2004) Plan of Work, Extension staff were asked to identify the focus of their efforts during the five year effort. Field staff were asked to designate one -half of their Extension appointments to particular Plan of Work Issue areas; campus staff were asked to designate all of their Extension appointments to particular Issue areas. Based on the returned responses, a total of 113.3

FTEs will be devoted to Goal 1 in each of the five years 1999 -2004.

These were specified as follows with the four issue areas being the designations used within the Indiana Plan of Work:

Estimated FTE Commitment

Year	Extension FTEs									
	2000		2001		2002		2003		2004	
	Field	Campus	Field	Campus	Field	Campus	Field	Campus	Field	Campus
Ag Comp	16.4	36.5	16.4	36.5	16.4	36.5	16.4	36.5	16.4	36.5
Ag Aware	13.8	4.0	13.8	4.0	13.8	4.0	13.8	4.0	13.8	4.0
Hort and Turf	18.2	18.0	18.2	18.0	18.2	18.0	18.2	18.0	18.2	18.0
Alt Ag	3.1	3.3	3.1	3.3	3.1	3.3	3.1	3.3	3.1	3.3
Total	51.5	61.8	51.5	61.8	51.5	61.8	51.5	61.8	51.5	61.8

Education and Outreach Program Already Underway

Many educational programs already underway in Purdue Extension are designed to extend the knowledge generated by the research community associated with Agricultural Competitiveness. The basic mission of Purdue Extension is to disseminate science -based information to citizens, families, communities and businesses of Indiana. Many campus -based Extension staff have research appointments and conduct applied research that support their educational programs.

Many of the Common Interest Groups include researchers. This relationship enhances education and research integration. Many of the Common Interest Groups have held in -service sessions to provide their members with the opportunity to enhance their knowledge of the latest technologies, practices, and information available in their focus area.

Purdue Extension has hosted and will continue to host a variety of field days at the eight Purdue Ag Centers where research trials are conducted. In addition, winter conferences, meetings, workshops, and distance learning opportunities are being held to provide producers and participants in the industries the opportunity to obtain the latest in research findings. Staff from research and Extension work closely with the staff in Agricultural Communications to develop press releases on relevant competitiveness topics. Extension staff will continue to develop decision making tools that will help producers and processors assess the adaptability of new technology and alternative strategies and enterprises to their unique businesses.

Extension Effort directed to Integrated Extension -Research Program

Information was sought from Extension Specialists regarding the issue areas where they would focus their efforts during the 1999 -2004 period. They were asked to indicate a) if they were involved in integrated research and Extension activities, and b) the FTE that is Extension and the FTE that is research. The results of this polling are as follows:

	Extension	Research
Ag Competitiveness	17.5	17.4

Ag Awareness	.6	1.7
Hort and Turf	10.1	12.0
Alternative Ag	.3	.7

Extension Effort directed to Multistate Extension -Research Program

Many staff within the Purdue University Cooperative Extension Service are involved in multi -state activities. Many of the campus -based specialists are involved in specific, identifiable projects. The list of these projects follows. It must be noted that this list is probably not complete. While all specialists submitted descriptions of their multi -state involvement, we have found it is easy to overlook an activity that is common place in educational programming.

In addition, county -based staff are involved in educational programs across state lines. In nearly all cases, these are associated with specific educational programs that relate to an identified need in the state -line locale. In most cases, resources used to support these programs are the salaries of the county -based staff. A list of these programs was not assembled.

Precision Mgmt for Soybean Prod Systems/IL, MI, MO, IA, SD, MN
 Soil & Plant Analysis Methods & Interpret for Nutr Mgmt/OH, MI, WI, MN, IA, IL, MO, SD, PA, KS
 NCR- 103 Regional Work Group On Non -traditional Soil Additives/OH, MI, WI, MN, IA, IL, MO, SD, KS, ND, NE
 NCR- 13 Regional Soil Testing Work Group/ND, SD, NE, MO, IA, MN, WI, MI, IL, OH, KS
 Area Wide Com Rootworm Mgmt Prog/IA, IL, SD, KS
 NC-205, Mgmt of Stalk -boring Pests of Corn Proj/IA, IL, SD, KS
 Soybean Cyst Nematode Coalition/IL, IA, MI, MN, MO, NE, ND, OH, SD, WI, KS
 Midwest Planning Service -Cons Tillage Systems and Mgmt/KS, OH, IL, MN, NE, WI, IA, MO, ND, OK, TX, TN, GA, USDA
 NC Integrated Pest Mgmt Coord/KS, NE, SD, ND, MN, IA, MO, IL, WI, MI, OH
 Midwest Soybean Conf/NC Region
 Multistate Manure Nutr Mgmt Prog/MI, OH, PA, WI, MO
 InfoAg99 and InfoAg01/IL, MN
 Weekly Outlook, Letter, Outlook Reports/IL, OH
 IQ+Beef and Five State Beef Initiative/IL, KY, MI, OH
 Pork Industry Handbook Dev/GA, IA, MI, MO, NE, NC, OK, SD, VA, IL + many other states
 Tri -State Swine Nutrition/MI, OH
 Indiana Beef Evaluation Prog/IL, OH, KY, IA, WI, MI
 Indiana Beef Evaluation and Economic Feeding Prog/IL
 Tri -State Dairy Nutrition Conf 2000/MI, OH
 Tri -State Dairy Mgmt Conf 1999/MI, OH
 Regional U.S. Sheep Seedstock Workshop/OH, WI, IL, IA, MO, MI
 Michigan Sheep Alliance/MI
 Agroforestry Systems Research and Education/MO
 NC Region 89 Swine Mgmt Group/NC Region
 National Swine Improvement Fact Sheets/IA, MI, OH, TN, MO, MN, NE, NC
 National Swine Registry Stages Prog/Entire U.S.

Midwest Dairy Mgmt Conf/KS, NE, ND, MN, IA, MO, WI, IL, MI, OH
Artificial Insemination Workshops and other educational activities/IL (possibly MO, NE)
Illinois-Indiana Sea Grant College Prog/IL (Goals 1 and 5)
Diagnostic Trng Center - Campus and Regional/IL, OH
Kentuckiana and Michiana Multiple State Conferences/KY, MI
5-State Weed Science Working Group/OH, IL, MI, KY
Hands-on Grain Quality and Fumigation Trng/OH, IL
Indiana- Illinois Turfgrass Short Course/IL
Volunteer Garden Research/IL
Gypsy Moth/IL, MI
Midwest Vegetable Prod Guide for Commercial Growers/IL, IA, MO, MN
Commercial Tree Fruit Spray Guide, Comm Small Fruit and Grape Spray Guide/AR, IL, IA, KS,
KY, MO, OH, WV, WI, NE
Midwest Tree Fruit Pest Mgmt Handbook/IL, IA, KS, KY, MO, OH, WI
Tri-State Veg Meeting/MI, OH, Ontario, Canada
Illiana Veg Growers School/IL
Tri-State Master Gardener Conf/OH, KY
Heartland Grape and Wine Coalition/OH, MI (IL and KY to join)
U.S. Agency for Intl Dev Integrated Pest Support Proj/OH, VA, CA, PA, GA
Weed Mgmt Progs in Hort Crops/MI, WI, OH, IL
Dev and Delivery of Melcast for Melon Disease Control/SC, FL
Strategic Advantage: Mgmt Dev for Iowa's Farm Businesses/IA
Alt Ag Econ Oppor/IL, OH, MI, KY and other states
Hort and Turf (Vegetables)/IL, OH, MI, KY
Integrated Mgmt of Arthropod Pests of Livestock and Poultry/CSREES Comm -S274
ACE Regional Meetings with University of Illinois/IL
NCREducational Materials Project - NC Region IDEA (Info Dev for Ext Audiences)/North Central
National Poultry Database/MD, CA, USDA, OH, AR, KS
Multistate Feeding and Nutrition Conf/KY, IL, MI, OH

Goal 2
5 Year Plan of Work
Indiana
1999-2004

Goal Two: A safe and secure food and fiber system. To ensure an adequate food and fiber supply and food safety through improved science based detection, surveillance, prevention, and education.

Statement of Issue

While consumers have come to expect a wholesome and safe food supply, recent outbreaks of *Salmonella agona* in dry ready-to-eat breakfast cereal and *E. coli* 0157:H7 in food service coleslaw, ground meat, and water, indicate a need for on-going research and educational efforts to help protect Indiana citizens from foodborne illness. Efforts to improve food safety should address microbial, chemical and physical food safety hazards. In addition, public perception and media attention to risks from emerging technologies (i.e., genetically engineered foods, food additives, irradiation, etc.) demand education in the area of risk assessment and communication.

Food safety and quality research and education efforts should focus on all stages of food handling from farm to plate including production, processing, distribution, preparation, and consumption. This integration requires that university Extension and researchers partner with regulatory agencies, legislators, media, operators of farms, packing houses, roadside produce stands, processing facilities, shipping and storage facilities, food service operations, and consumers.

In an effort to reduce food safety risks, food safety regulations (i.e., HACCP) have been mandated for meat, poultry, and seafood. Additional regulations are anticipated for other commodities (i.e., ready-to-eat foods like fruits and vegetables). Increased regulation will necessitate more educational programs, especially for small food handling operations, to prevent significant losses due to foodborne illness. Education to ensure informed attitudes and safe food handling procedures from farm to consumer plate in order to reduce food safety risk factors is the most effective means for protecting consumers.

Performance Goals

The goal of the food safety and quality effort will be to decrease the incidence and risk of foodborne illness while maintaining food quality. This goal will impact a wide target audience (i.e., pre- and postnatal infants, children, teenagers, adults, pregnant and lactating women, post-menopausal women, geriatric adults and immuno-compromised individuals) through collaborative activities involving academic and non-academic participants to achieve the following specific outcomes:

1. Enhance and develop safe food handling practices in all individuals handling food from farm to plate. Enhance awareness and knowledge concerning the importance of proper food handling.

2. Facilitate more informed consumer decisions.
3. Impact behavior and/or implementation of safety enhancing practices.
4. Minimize business losses within the food industry related to food safety problems or concerns.

Key Program Components

1. The Food Safety Team will review and update, as necessary, currently existing educational programs developed by Purdue University or currently used by the Purdue University Cooperative Extension Service. These programs may include, but are not limited to the following:

Consumer Oriented Programs

Fight BAC!™ (Partnership for Food Safety Education - Consumers)

Producer Through Consumer Partners to a Safe Food Supply (Purdue University - Adult and Youth Consumers)

Meeting the Food Safety Needs of Bilingual and Low Literacy Youth (Purdue University - Youth)

The Future of Food Processing: Irradiation (Purdue University - Adult Consumers)

Professor Popcorn (Purdue University - Youth)

4-H Food Safety and Nutrition Workshop (Purdue University - Youth)

Food Safety Fair (Purdue University - Adult and Youth Consumers, Food Service, Food Retail)

Foods and Nutrition Answerline (Purdue University - Extension Educators, Adult and Youth Consumers)

Expanded Food and Nutrition Education Program (EFNEP) (Purdue University - Low Income Families with small children)

Family Nutrition Program (FNP) (Purdue University - Low Income Families)

Occasional Quantity Cook (Ohio State University - Periodic Food Service)

EDCI Food Safety Course (Purdue University - High School Teachers)

4-H Food Curriculum (Purdue University - Youth)

Chemistry and Family and Consumer Science Teacher Summer Program (Purdue University - High School Teachers)
Food Service/Retail

Safe Food for the Hungry (Purdue University - Emergency Feeding Programs)

Food Safety Day (Purdue University - Food Service, Food Retail)

STRETCH (Purdue University - Emergency Feeding Programs)

ServSafe (Purdue University - Food Service, Food Retail)

Food Safety Fair (Purdue University - Food Service, Food Retail)

Food Processors/Food Industry

HACCP training

Better Process Control School

Food Plant Sanitation

Production

Pesticide Application Training Program

Integrated Pest Management Program

Product oriented educational programs

Post-harvest programs

Other

Electronic Food Rap (Purdue University - Extension Professionals, RD's)

2. The Food Safety Team will develop or identify educational programs to fill gaps in current program reach. These programs may include, but will not be limited to the following:

Food safety for farm workers

Consumer program addressing special handling for ready -to-eat and to-be cooked foods

Food safety for special needs audiences (high risk audiences)

Food safety during transportation and distribution

Food safety and risk assessment relating to new technologies and emerging issues

Food safety for non-profit bazaars, fairs, and other occasional events.

Food safety for fast-food establishments

Economic impacts of food safety on business

3. The Food Safety Team will utilize distance education, including web-based learning, video-conferencing, and other possibilities, as appropriate, to increase the reach of food safety programming.

4. Consumer and Family Sciences (CFS), Agriculture and Natural Resources (ANR), 4-H and Youth (4-H), and Leadership and Community Development (LCD), will jointly develop educational materials, as appropriate, to provide timely, research-based food safety information to community leaders, including P-CARET members, regulatory agencies, legislatures, food producers, the food industry, food service, and consumers.

Internal and External Linkages

In order to carry out the above mentioned educational efforts, Extension will develop cross-disciplinary collaborations between educators and specialists representing food safety interests in CFS, ANR, 4-H and LCD. Additionally, Extension will continue to enhance the relationships with the following state and local organizations: Department of Health, commodity groups, producers, farm worker groups, regulatory agencies, food industry, medical/health care workers, schools, institutions, media, advocacy groups, hunters/fishermen, wildlife groups, Sea Grant, Department of Natural Resources, Institute of Food Technologists, Office of the Indiana State Chemist, emergency feeding programs, and vendors. Purdue Extension will also continue to foster relationships with Extension staff in other states who are working on food safety.

Target Audiences

The key audiences that will be reached with Food Safety and Quality programming are:

Consumers

Youth

Food Service/Food Retail workers

Low Income Families with and without small children

High School teachers

Emergency feeding program workers

Food processors/Food industry workers

Pesticide applicators

Extension professionals

Evaluation Framework

Evaluation tools exist for many of Purdue University's currently existing food safety programs.

To assess the impact of programming, the Food Safety Team will:

1. Encourage the use of existing evaluation tools.
2. Develop evaluation tools as part of all new food safety educational programs.
3. Conduct evaluations at the conclusion of educational programs to determine knowledge gain, and where appropriate, attitudinal changes.
4. Survey participants in selected programs to determine behavioral changes 6 months after training.

Output Indicators

To fill currently identified gaps in food safety programming, the Food Safety Team will:

1. Develop and maintain a food safety web site.
2. Update and expand "The Producer Through Consumer Reference Manual," as appropriate.
3. Develop a list of food safety materials available from Purdue and other states/organizations.
4. Acquire or develop additional food safety materials for specific ethnic groups, i.e., Spanish and Chinese.
5. Develop or identify food safety materials to address the needs of special audiences.

Outcome Indicators

The public will improve its awareness and knowledge of food safety issues through exposure to food safety educational programs. Issues will include, but not be limited to: the causes of foodborne illness (physical, chemical, and microbial factors); changes in government regulations; emerging pathogens; risk assessment; new technologies (i.e., irradiation, ozone treatment, food additives, hand sanitizers); food trends (i.e., raw fish, organic foods, recycling nutrients, designer foods); at-risk groups; and other relevant state and local issues.

1. The public will adopt safe food handling procedures and increase reporting suspected cases of foodborne illness or observed unsafe food handling practices.
2. The food industry (producers, processors, distributors, storage, transportation, wholesale, retail) will improve its knowledge of food safety issues.
3. The food industry (producers, processors, distributors, storage, transportation, wholesale, retail) will adopt safe food handling procedures.
4. Food service establishments, including restaurants, schools, hospitals, day cares, emergency feeding programs, and occasional food service, will adopt accepted food safety practices to ensure consumer safety.

5. Regulatory agencies will use timely, peer -reviewed, research-based food safety information as the basis for setting policy.
6. Mass media will use timely, peer -reviewed research-based food safety information in developing and responding to news stories.
7. The public will be able to more effectively assess food safety risks presented by the media, industry, universities, and advocacy groups.
8. The food industry, food service, the public, regulatory agencies, the media, and academia will collaborate to enhance the safety of the food supply through research, education, legislation, and behavioral change.

Program Duration

The planning conducted for “A safe and secure food and fiber system” is for a five year period of time. Programming to fulfil certain goals will be initiated immediately. Others will be put in place throughout the 5 year project period.

Allocated Resources

Note: This information is extracted from several sources. While it portrays Extension commitment, this representation does not constitute an auditable document.

Fiscal Resources

Many sources of funds are used to supplement the Federal funding sources. These include State of Indiana funds (general as well as designated for special projects and activities), grants obtained from federal, state, and county governmental units and agencies as well as from organizations, private industry, and not -for -profit agencies.

<u>Year</u>	<u>Smith-Lever Designated for Goal 2</u>
2000	\$323,300
2001	323,300
2002	323,300
2003	323,300
2004	323,300

Human Resources

As part of the process to develop the Indiana Five Year (1999 - 2004) Plan of Work, Extension staff were asked to identify the focus of their efforts during the five year period. Field staff were asked to designate one - half of their Extension appointments to particular Plan of Work Issue areas; campus staff were asked to designate all of their Extension appointments to particular Issue areas. Based on the returned responses, a total of 15.7 FTEs (8.4 field and 7.3 campus) will be devoted to Goal 2 in each of the five years 1999 -2004.

Estimated FTE Commitment

Extension FTEs

<u>Year</u>	<u>Field</u>	<u>Campus</u>	<u>Total</u>
2000	8.4	7.3	15.7
2001	8.4	7.3	15.7
2002	8.4	7.3	15.7
2003	8.4	7.3	15.7
2004	8.4	7.3	15.7

Education and Outreach Program Already Underway

The Food Safety Team will support Extension field staff by:

1. Conducting an annual food safety training for all interested Extension staff. This training will highlight special food safety topics, as appropriate.
2. Providing training and a summary of existing food safety programs and specialist areas of expertise for new Extension staff and others.
3. Implementing a "Quick Response Team" to provide timely information to field staff, media, and other appropriate audiences concerning current or hot food safety topics.
4. Providing a food safety web page with pointers to current food safety information.
5. Continuing to provide timely information through the Foods and Nutrition Answerline, and Purdue University newsletters.

Extension Effort directed to Integrated Research and Extension Activities

Information was sought from Extension Specialists regarding the Issue areas where they would focus their efforts during the 1999 - 2004 period. They were asked to indicate a) if they were involved in integrated research and Extension activities, and b) the FTE that is Extension effort and the FTE that is research effort. The results of this polling are as follows:

	<u>Extension</u>	<u>Research</u>
Food Safety and Quality	1.4	.2

Extension Effort directed to Multistate Research and Extension Activities

Information was sought from Extension Specialists regarding the Issue areas where they would focus their efforts during the 1999 - 2004 period. They were asked to indicate a) if they were involved in multistate Extension activities, and b) the FTE that is Extension effort. The results of this polling are as follows: none reported.

Goal 3
5 Year Plan of Work
Indiana
1999-2004

Goal Three: A healthy, well -nourished population. Through research and education on nutrition and development of more nutritious foods, enable people to make health promoting choices.

Statement of Issue

Health statistics would indicate that Indiana's citizenry are in need of more education about the relationship between nutrition and health. Research shows that healthful eating, routine preventative health care and exercise can help reduce the risk of chronic diseases like cardiovascular diseases (CVD – includes high blood pressure, heart disease and stroke), diabetes, osteoporosis and cancer. More education about nutrition's effect on health will be instrumental in improving health habits in Indiana.

Overweight and obesity are a growing public health problem that affects 97 million American adults. Depending on the definition accepted, between 20 and 35% of Indiana's citizens can be considered overweight or obese. These individuals are at increased risk of illness from cardiovascular diseases, type 2 (adult -onset) diabetes, osteoporosis, cancer and other chronic diseases. The total cost attributable to obesity-related diseases approaches \$100 billion annually in the U.S. Low intakes of food fiber, fruits and vegetables are other nutritional concerns that can affect the risk of chronic disease.

Chronic diseases are a major health concern in Indiana. It was reported in 1994 that approximately 179,000 Hoosiers were diagnosed with diabetes. In 1995, Indiana ranked 19th in the country in the incidence of death from CVD. Osteoporosis is a disease caused by a lack of the nutrient, calcium, in bones. This disease afflicts some 38 million Americans, mostly women, at an annual cost of over \$13 billion. The risk of breast and colon cancer may be lowered by food choices that increase fiber, fruits and vegetables and reduced calorie and fat intake. In 1995, Indiana ranked 23rd and 16th in the U.S. for rates of death due to breast and colon cancer, respectively.

Nutrition education can play a major role in improving the health of at -risk populations such as limited income families and individuals, pregnant adolescents, and the elderly. According to 1995 Indiana statistics, 10.3% of the state's residents live below poverty level, while 27.2% of children under six live at or below poverty level. A major factor involved in the ability of these families to utilize their limited resources is education that develops knowledge and skills related to nutrition and food resource management.

Limited resource families also struggle with food security -- just having enough food on a regular basis to meet their nutritional needs. Access to adequate food and nutrition is not the norm for many Americans. This "food insecurity" can seriously influence health and well being. Indiana is the 14th most food insecure state in the country, with nearly a million people hungry or at risk for hunger.

Compared to the adult population, adolescent pregnancies result in a greater percentage of low birthweight babies. Low birthweight babies are the most important indicators of infant death and disability. Pregnant adolescents are at risk due to their age, inadequate weight gain, and lifestyle habits such as tobacco and alcohol use. For adolescent pregnancies in Indiana, 10.2% of babies are born at low birthweight. Low birthweight is the number one contributor to infant mortality.

For the elderly, new nutrient recommendations are recognizing that low levels of intake of key nutrients and calories for energy are a key factor in the higher incidence of immune deficiencies, anemia, injury producing falls, loss of muscle and prolonged hospital stays. Educational programs to help the elderly make wise food choices become more critical as the number of elderly rises from one in eight Americans in 1994 to an estimate of one in five by the year 2050. In 1994, 28% of older persons assessed their health as fair or poor compared to 10% for all people.

With the increased availability of information about nutrition and health, there has been a flood of misinformation and quackery. It is estimated that the sale of useless nutrition supplements, herbal remedies and diet/weight reduction products costs the country over \$20 billion a year and results in serious illness, even death for some.

It is easier to prevent the development of unhealthy eating and exercise habits rather than trying to change the habits after they are established. By increasing the knowledge base, especially of those who are educationally and economically at -risk, healthy nutrition habits in children can be established early and lay the basic lifestyle for a higher quality of life.

Performance Goals

1. Citizens will increase their knowledge of the relationships between nutrition and health. Relationships will include, but not be limited to, the role of: fruits and vegetables in decreasing the risk of heart disease and cancer; calcium intake and risk of osteoporosis; calorie and fat intake related to heart disease and cancer; body weight and food choices related to heart disease and diabetes; other research -based relationships.
2. Participants throughout all life stages will utilize the Dietary Guidelines for Americans and the Food Guide Pyramid to improve food habits and better understand other changes (such as increased physical activity) needed to maintain a healthy nutrition lifestyle.
3. Youth and adults will learn better food preparation techniques, ways to decrease fat and calories, increase fruit and vegetable consumption, and lower food costs.
4. Limited resource individuals and families will improve their nutrition, food resource management skills, food preparation techniques, and food safety practices in order to provide healthy, low cost, safe meals for themselves and their families.
5. Pregnant adolescents and adults will improve food choices, lifestyle habits and achieve healthy weight gain.

6. Emergency food providers will help feeding programs provide more nutritious foods to their clients.

7. Participants of all ages will learn to think critically and use a science based approach when examining nutrition health claims made for supplements, herbal remedies and diet plans.

Key Program Components

1. Extension staff will deliver educational presentations to raise awareness of the link between diet and disease by utilizing the Dietary Guidelines for Americans, the Food Guide Pyramid and the Food Label.

2. Expanded Food and Nutrition Education Program (EFNEP) and Indiana Family Nutrition Program (FNP) staff will teach limited resource audiences and youth to improve their nutrition, food resource management, food preparation, and food safety practices.

3. PUCES staff will teach pregnant adolescents and adults to adopt improved nutrition and lifestyle habits through the "Have a Healthy Baby" curriculum.

4. PUCES staff will promote youth projects and programs dealing with nutrition issues (for example, "Professor Popcorn," 4-H Youth Health curricula).

5. PUCES staff will provide educational programming to enable participants to critically assess nutritional claims.

Internal and External Linkages

In order to carry out the above mentioned educational efforts, Extension will develop cross-disciplinary collaborations between educators and specialists representing nutrition, wellness and health interests. Additionally, Extension will continue to enhance the relationships with the following state and local organizations: Department of Health, commodity groups, regulatory agencies, food industry, medical/health care workers, schools, media, advocacy groups, American and Indiana Dietetics Associations, Women, Infant and Children program, Indiana Nutrition Council.

Target Audiences

The key audiences that will be reached with "A healthy, well-nourished population" programming are:

Consumers

Youth in schools and after school programs

Low Income Families

Emergency feeding program workers

School teachers

Extension professionals

Child Care providers

Evaluation Framework

1. EFNEP and FNP staff will utilize the evaluation tools established for their specific programs to document impact. The EFNEP coordinator will evaluate prenatal education programs.
2. State Foods and Nutrition specialists will analyze data collected regarding knowledge and behavior change related to the Dietary Guidelines, the Food Guide Pyramid and the Food Label.
3. 4-H/Youth specialists will evaluate nutrition programs and projects and convey results to Foods and Nutrition specialists.

Output Indicators

1. CFSF&N Extension educators and Foods and Nutrition specialists will continue to develop specific topic materials related to nutrition throughout the life cycle.
2. Foods and Nutrition specialists will expand a computer accessed site that contains information on nutrition, health and wellness issues.
3. Foods and Nutrition specialists will add to the state based audio -visual program library by purchasing educational materials that have been reviewed for validity and appropriateness related to program objectives.
4. EFNEP coordinator with regional supervisors will develop and revise curricula for EFNEP participants. Educational materials tailored to the needs of Spanish language participants have been developed and will be updated as needed.
5. FNP staff will continue to use the FNP training curriculum, including the "Lessons Ready to Go," "There's Always a Choice: Dollars and Cents," and the "Feeding Young Children" curricula. Educational materials are reviewed and updated annually to meet the needs of the clientele.
6. EFNEP coordinator will review the prenatal curriculum, "Have a Healthy Baby," as needed. Educational materials tailored to the needs of Spanish language participants have been developed and will be updated as needed.
7. 4-H/Youth specialists will develop, review or acquire materials and projects that further the program objectives.
8. State specialists will work with Agricultural Communication consultants to provide media releases on nutrition/health issues for use by county staff.

Outcome Indicators

The anticipated outcomes of educational programs relating nutrition to health and wellness will

be:

1. Increased awareness and knowledge among citizens of the direct connection between their food choices and their risk of developing chronic diseases.
2. Changes in food choices to more clearly reflect the recommendations in the Dietary Guidelines for Americans and the Food Guide Pyramid educational materials.
3. Enhanced knowledge for determining the validity of nutrition health claims about supplements, herbal remedies and other diet - related products.
4. Improved food resource management practices, food preparation and food safety habits to better utilize limited economic resources.
5. Healthy weight gain, improved food choices, and improved lifestyle habits during pregnancy.
6. Increased knowledge of nutrition, improved food choices, food preparation and food safety practices by youth.

Program Duration

The planning conducted for “A healthy, well -nourished population” is for a five year period of time. Programming to fulfil certain goals will be initiated immediately. Other programming efforts will be put in place throughout the 5 year project period.

Allocated Resources

Note: This information is extracted from several sources. While it portrays Extension commitment, this representation does not constitute an auditable document.

Fiscal Resources

Many sources of funds are used to supplement the Federal funding sources. These include State of Indiana funds (general as well as designated for special projects and activities), grants obtained from federal, state, and county governmental units and agencies as well as from organizations, private industry, and not -for -profit agencies.

<u>Year</u>	<u>Smith-Lever Designated for Goal 3</u>
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2000	\$569,000
2001	569,000
2002	569,000
2003	569,000
2004	569,000

Human Resources

As part of the process to develop the Indiana Five Year (1999 -2004) Plan of Work, Extension staff were asked to identify the focus of their efforts during the five year period. Field staff were asked to designate one -half of their Extension appointments to particular Plan of Work Issue

areas; campus staff were asked to designate all of their Extension appointments to particular Issue areas. Based on the returned responses, a total of 32.3 FTEs (25.2 field and 7.1 campus) will be devoted to Goal 3 in each of the five years 1999 -2004.

Estimated FTE Commitment

Extension FTEs

<u>Year</u>	<u>Field</u>	<u>Campus</u>	<u>Total</u>
2000	25.2	7.1	32.3
2001	25.2	7.1	32.3
2002	25.2	7.1	32.3
2003	25.2	7.1	32.3
2004	25.2	7.1	32.3

Education and Outreach Program Already Underway

1. State and county Extension Foods and Nutrition staff will develop a yearly training to address issues related to the program objectives.
2. Extension educators/EFNEP supervisors will train EFNEP paraprofessionals monthly.
3. FNP paraprofessionals and CFSE Extension educators will receive training as offered and updates as new and revised materials are developed.
4. State Foods and Nutrition Extension staff will conduct training for specific educational programs, i.e., "Have a Healthy Baby," "Professor Popcorn," "Safe Food for the Hungry."
5. State staff will utilize electronic mail, World Wide Web -based materials and information placed on CD-ROM to provide background materials and training to county based staff.
6. Agriculture Information Systems and Agricultural Communication staff will maintain electronic mail list servers to allow for the rapid exchange of nutrition related information .
7. State Foods and Nutrition Extension staff will maintain a telephone "Answerline" to provide county Extension educators with support in responding to questions from clientele.
8. State and county Extension Foods and Nutrition staff will participate in state and national professional activities related to nutrition and health issues.

Extension Effort directed to Integrated Research and Extension Activities

Information was sought from Extension Specialists regarding the Issue areas where they would focus their efforts during the 1999 -2004 period. They were asked to indicate a) if they were

involved in integrated research and extension activities, and b) the FTE that is Extension effort and the FTE that is research effort. The results of this polling are as follows:

	<u>Extension</u>	<u>Research</u>
Nutrition, Health and Wellness	.3	1.4

Extension Effort directed to Multistate Research and Extension Activities

Information was sought from Extension Specialists regarding the Issue areas where they would focus their efforts during the 1999 -2004 period. They were asked to indicate a) if they were involved in multistate Extension activities, and b) the FTE that is Extension effort. The results of this polling are as follows: none reported.

Goal4
5 Year Plan of Work
Indiana
1999 - 2004

GoalFour: Greater harmony between agriculture and the environment. Enhance the quality of the environment through better understanding of and building on agriculture's and forestry's complex links with soil, water, air, and biotic resources.

Statement of Issues

Agricultural producers were some of the original stewards of the nation's natural resources. But, new knowledge of complex ecosystems, increased environmental regulations and policies, demands from consumers, increased non-farm population taking up residence in the countryside, and a competitive world marketplace have changed the face of environmental stewardship. There is an increasing need for education programs that will equip producers with information and decision-making strategies which will enable them to produce food and forest products in an environmentally benign and sustainable, yet economically viable and socially acceptable manner.

Growth in demand for food and fiber products will continue as the global population and purchasing power increase. This will place increased pressure on agriculture to produce more food and fiber. Yet citizens, while currently enjoying plentiful quantities of food and fiber, have little appreciation for the impact of environmental regulations and land use decisions on future production capacity.

The quality of air, soil, and water resources is critical not only to continued food production but to the overall well-being of all living things. Water quality is a critical issue in Indiana. Both surface and groundwater resources as well as air resources may be contaminated by agricultural, manufacturing and other human activities. Activities by people sometimes conflict with maintaining and improving the quality of the state's water and air resources.

Despite many years of efforts to improve management practices, soil erosion is continuing at unacceptable rates in some parts of Indiana. Soil quality required for sustained productivity is threatened by outdated cultural practices, inappropriate land use, and improper disposal of wastes. Applications of wastes—animal and municipal—continues to be an important issue in Indiana.

The use of Indiana's land resources has become the critical issue in Indiana. After a decade of relative stability, the population of Indiana began to expand in the 1990's. Annual growth in each of the years between 1990 and 1996 exceeded the growth which took place during the entire decade of the 1980's. More important than sheer growth is the swift growth of the population in rural communities. Urban flight is rapid and massive. In the 1990's the growth in population in the rural communities was nearly twice the rate which took place in the entire state and nearly three-fold of the rate which occurred in the urban communities.

Indiana's population is migrating out of the urban areas into rural areas, taking both farmland and woodland for development. There is also increased demand for recreational areas. Developers have found that forested landscapes are more valuable than bare land for large lot development or home construction by individuals.

Such rural population growth has placed considerable pressure on the elected officials and citizen members of Plan Commissions who must make decisions regarding economic and residential development. Increasingly, conflicts take place at meetings where decisions regarding the use of land are made.

The new state forest inventory indicates that there is more forested land in Indiana than ten years ago. But, the composition has shifted to species with less financial value and reduced tree diameter. Also today's ownership of Indiana's forest resources is predominately in small private tracts in which the primary use of these falls into the category of non-timber production.

With the growth of rural non-farm, suburban, and urban population, a formidable power in shaping forest policy issues is developing. Citizens interested in wildlife, environmental stewardship, endangered species, wetlands, biodiversity, and open spaces will become more visible and vocal regarding issues concerning

private lands. These efforts will impact forestry and reforestation programs.

To ensure a high quality environment for the future, citizens of Indiana must manage natural resources on a sustainable basis. The knowledge base of how ecosystems respond to environmental changes and management activities is extensive but narrowly focused. The information must be broadened and considered in a systems approach to better maintain the biological diversity of managed and natural ecosystems.

Achieving a high quality environment will require a well conceived and implemented series of educational programs focused on youth and adult clientele, as well as increasing collaborative efforts among federal, state, and county agencies.

Every citizen of Indiana, not just those involved in the agricultural and forestry industries, affects the environment in some manner. Farmers, homeowners, public officials, and all citizens need to be aware that many of their decisions and actions affect environmental quality and natural resource use. No one group can be blamed for causing environmental problems nor given total credit for improving environmental quality. It requires a total community effort to ensure the protection of our environmental and natural resources.

We anticipate the public's decisions made in the future years to significantly impact the agricultural and natural resources industry. To ensure that the programs of Purdue Extension remain effective and responsive to local demands, a county-level needs assessment process was undertaken during the fall and winter of 1997-98. The intent was to provide research and education program and operation direction to guide us into the next century.

The issues, problems, and opportunities are becoming increasingly complex. We cannot be all things to all people. Setting priorities and establishing collaborative partnerships will be essential. The results of the needs assessment process are being used to develop state and county plans-of-work that will provide focus and direction for programming. These plans-of-work will be implemented in the fall of 1999.

In the county needs assessment process that took place in 1998, 47 of Indiana's 92 counties identified one or more environmental concerns. Issues fell mainly within four broad categories – water quality, air quality, environmental awareness, and recycling/composting.

Performance Goals

Purdue Extension is committed to providing the education and outreach programs that provide the information and decision-making processes needed by citizens to reach sound public judgments regarding natural resources and the many uses envisioned. Likewise, Purdue Extension is committed to providing the education and outreach programs necessary for Indiana to be a leader in the areas of food, fiber, horticulture, forestry, and natural resources in the future. Purdue Extension is committed to developing and delivering educational information to provide all Indiana citizens with the opportunity to analyze and adopt useful emerging technologies and research. This technology and research maintain family farms in a continuum of sizes and intensities, bolsters communities, and keeps Indiana agriculture financially stable, environmentally benign, globally competitive, and socially acceptable.

The anticipated outcomes of Extension programs associated with the Issue areas of a) environmental stewardship and natural resources conservation, and b) forestry and woodland stewardship, management, and utilization will be:

- 1) Citizens will become more aware of the consequences of society's actions relating to the environment and the use of natural resources.
- 2) Citizens will make improved public judgments based on science-based information and principles using problem-solving methods.
- 3) Citizens will more actively participate in the decision-making process regarding environmental and natural resources issues.

- 4) Citizens will be aware that there are multiple, credible options available and recognize these options.
- 5) Citizens will understand the risks and trade-offs of environmental issues.
- 6) Citizens will understand the difference between "facts" and "values."
- 7) The agricultural industry will a) adopt technologies that will reduce negative impact on the environment, b) improve communications with the public, c) accept responsibility for their choices, and d) increase positive media marketing.
- 8) Youth will become more aware of environmental concerns by learning to think critically, to understand the consequences of alternative actions, and to put this knowledge into practice.
- 9) Elected officials and citizens will base decisions on research-supported information while recognizing and evaluating credible options.
- 10) Landowners will improve the quality of forest resources and maintain or expand the forest acreage.
- 11) Citizens will provide more support of appropriate forest practices and will view forestland as a valuable crop for both consumptive and nonconsumptive use.
- 12) The forestry products industry will develop methods for utilizing lower quality trees
- 13) Increased awareness and knowledge among citizens and decision makers of local land use issues, alternatives, and long term consequences of decisions by Planning Commissions.
- 14) Increased awareness and adoption of the Classified Forest and Wildlife Incentive programs and other cost share programs.
- 15) Landowners will utilize timber harvest by industry loggers who follow recommended best management practices.

Outcome Indicators

The outcome indicators will include measures such as the number of educational resources (publications, CD's, web sites, distance learning opportunities, etc.) developed, the number of educational events offered, and the number of faculty and staff involved in activities associated with accomplishment of the goals.

Output Indicators

The output indicators will include measures of persons completing formal and non-formal education programs associated with the goals listed above, and the number of persons who actually adopt one or more of the recommended practices or technologies, and improve their understanding of environmental and natural resources issues.

Evaluation Framework

The Extension staff involved in the activities of Goal 4 will evaluate educational materials and programs according to the needs of target audiences. Evaluation tools will be used to measure changes in behavior and attitude and economic impact of the educational programs.

In addition, Extension staff will conduct evaluations of the educational programs on a regular basis to determine if persons participating gained knowledge and to measure the effectiveness of the Extension programs. A survey will be designed so baseline information can be collected regarding environmental awareness and the increase in awareness can be determined at some later date.

Key Program Components

Following are the major educational programs that are to be conducted in accomplishing the performance

goals listed. Extension staff will:

- 1) Provide educational programs that will focus on conserving and enhancing air, soil, and water resources and improving environmental quality.
- 2) Provide increased knowledge about Indiana's natural resources to individuals, private companies, and governmental agencies.
- 3) Provide educational programs that will improve ecosystem management for sustained productivity and enhanced biodiversity.
- 4) Provide information and expertise on natural resources and environmental issues that facilitate sound policy development and successful implementation programs.
- 5) Develop 4-H projects and school curricula to increase the awareness of environmental quality and natural resources among youth.
- 6) Develop and deliver educational programs that are landowner oriented, especially absentee landowners and non-traditional Extension customers.
- 7) Develop and deliver programs for professional resource managers.
- 8) Develop and deliver programs concerning environmental awareness for all citizens.
- 9) Develop and deliver audience-specific educational programs that illustrate how it will be possible for the forest ecosystem to exist while utilizing forest amenities.
- 10) Deliver information that will improve methods for reducing production of animal and municipal wastes as well as increasing the utilization of these in a beneficial manner.
- 11) Deliver information that will result in improvements in the monitoring of air quality in the agricultural industry and the increased adoption of dust and odor-reducing technologies.
- 12) Deliver information concerning management concepts for diverse ecosystems that focus on preservation or enhancement of landscape-level characteristics.
- 13) Develop integrated production systems that are profitable, environmentally benign, and socially acceptable.
- 14) Conduct studies of natural resource issues and disseminate alternatives and related consequences to decision makers and citizens to support informed public decision-making.
- 15) Develop educational programs for K-12 and adult learners focused on increased understanding of and appreciation for natural resources management and maintenance of environmental quality.

Internal and External Linkages

Purdue Extension has always had a close working relationship among its Extension staff and research staff involved in topics related to environmental issues and problems faced by the agricultural and natural resources industries. Many Extension staff on campus have a research appointment that allows them the opportunity to conduct research to support their education programs.

To provide the environment for campus and field Extension staff to more closely interface, most Extension staff joined small work groups called Common Interest Groups (CIGs) in 1998. The purpose is to provide a focus for those with common interests to meet for the purposes of identifying issues and problems and to develop and implement research and education programs that will deliver the relevant information to the appropriate target audience.

In many cases, research staff, especially those with interests in applied research, have joined some of the

Common Interest Groups. With such an integration, research and Extension staff have the potential to be closely linked in multi-discipline teams.

As listed in the section regarding multi-university relations, Purdue Extension has many linkages to activities in surrounding states. County Extension staff situated on state lines frequently design, implement and share Extension programs with their peers in surrounding states.

As issues and problems facing the agricultural and natural resources industries become more complex, as individual citizens more ardently pursue life-long learning and continuous advancement of their skill and knowledge levels, and as more and more members of farm families are employed in multiple careers, the need for Purdue Extension to partner with non-agricultural centers of learning will grow. The county Extension offices will become the front door of the University's educational resources. Citizens seeking information about Purdue will be able to obtain such information through the local Extension office.

More importantly, Purdue Extension must partner with the developing community college system taking shape within Indiana. This is especially appropriate for increasing skills development among laborers employed and to be employed within the natural resources industry.

In addition to university linkages, Purdue Extension will partner with many agencies and organizations to further its efforts in achieving the goals listed above. Some of these include:

Natural Resources Conservation Service, USDA
Farm Service Agency, USDA
Rural Development, USDA
IN Department of Natural Resources
IN Department of Environmental Management
Soil and Water Conservation Districts
IN Department of Commerce
IN Department of Tourism
Office of the Commissioner of Agriculture
IN Society of Agri-Bankers
IN Society of Farm Managers and Rural Appraisers
Ducks Unlimited
Quail Unlimited
Pheasants Forever
Wild Turkey Federation
Woodland Steward Institute
the Nature Conservancy
Resource Conservation and Development Districts
IN Association of Consulting Foresters
IN Forest and Woodland Owners Association
IN Hardwood Lumberman's Association
IN Society of American Foresters
IN Urban Forest Council
IN Vocational Agricultural Teachers Association
IN FFA
IN Department of Education
Various Agricultural and Commodity Organizations

Target Audiences

There are many potential audiences for the programs of Purdue Extension that are pertinent to the environmental goal. These include:

Landowners

Participants in industries which depend on natural resources as raw products

Farm families as family units

Citizens of rural communities

All citizens of Indiana as consumers of food and fiber and as residents possibly impacted by the activities of the industries which utilize natural resources

Staff of private industries, agencies, and organizations involved as partners in education programs

School (public and private K-12) administrators

Youth interested in the natural resources industry

It is important for knowledge and information to be disseminated in a variety of manners. Citizens possess a continuum of skills and preferences, learn in a variety of ways, and possess many means to obtain information. With an increasing number of farm families employed in other careers, Extension meetings as the traditional outlet must be supplemented with other mediums of communication such as week -end conferences, workshops, and field days; Internet-based information sources; wholesaling information through partner agencies and organizations and in appropriate situations, through private businesses who have more direct contact with specific target audiences; and newspapers and magazines.

Program Duration

The goals listed are primarily long-term (over five years) programs given the nature of the goals identified. However, program design and implementation will begin immediately in many of the focus areas identified. This is especially important for the problems and issues associated with the changing structure of agriculture. Farm families and rural communities will be especially vulnerable to adverse impact unless they are positioned to plan for the expected changes.

Allocated Resources

Note: This information is extracted from several sources. While it portrays Extension commitment, this representation does not constitute an auditable document.

Fiscal Resources

Many sources of funds are used to supplement the Federal funding sources. These include State of Indiana funds (general as well as designated for special projects and activities), grants obtained from federal, state, and county governmental units and agencies as well as from organizations, private industry, and not -for -profit agricultural, commodity and specific purpose organizations.

Year Smith-Lever Designated for Goal 4

2000	\$1,059,000
2001	1,059,000
2002	1,059,000
2003	1,059,000
2004	1,059,000

Human Resources

As part of the process to develop the Indiana Five Year (1999 -2004) Plan of Work, Extension staff were asked to identify the focus of their efforts during the five year effort. Field staff were asked to designate one -half of their Extension appointments to particular Plan of Work Issue areas; campus staff were asked to designate all of their Extension appointments to particular Issue areas. Based on the returned responses, a total of 44.7 FTEs will be devoted to Goal 4 in

each of the five years 1999-2004.

These were specified as follows with the two Issue areas being the designations used within the Indiana Plan of Work:

Estimated FTE Commitment

	Extension FTEs									
	2000		2001		2002		2003		2004	
	<u>Field</u>	<u>Campus</u>	<u>Field</u>	<u>Campus</u>	<u>Field</u>	<u>Campus</u>	<u>Field</u>	<u>Campus</u>	<u>Field</u>	<u>Campus</u>
Environment	10.9	26.8	10.9	26.8	10.9	26.8	10.9	26.8	10.9	26.8
Forestry	1.6	5.4	1.6	5.4	1.6	5.4	1.6	5.4	1.6	5.4
Total		12.5	32.2	12.5	32.2	12.5	32.2	12.5	32.2	32.2

Education and Outreach Programs Already Underway

Many educational programs already underway within the Purdue Extension are designed to extend the knowledge generated by the research community associated with the environmental and forest stewardship. The basic mission of Purdue Extension is to disseminate science-based information to citizens, families, communities and businesses of Indiana. Many campus-based Extension staff have research appointments and conduct applied research that support their educational programs.

Many Common Interest Groups include researchers. This relationship enhances the interaction of education and research. Many of the Common Interest Groups have held in-service sessions to provide their members with the opportunity to enhance their knowledge of the latest technologies, practices, and information available in their focus area.

Purdue Extension has hosted and will continue to host a variety of field days at the eight Purdue Ag Centers where research trials are conducted. In addition, winter conferences, meetings, workshops, and distance learning opportunities are being held to provide producers and participants in the industries the opportunity to obtain the latest in research findings. Staff from research and Extension work closely with the staff in Agricultural Communications to develop press releases on relevant environmental and forestry topics. Extension staff will continue to develop decision making tools that will assist producers and processors assess the adaptability of new technology and alternative strategies and enterprises to their unique businesses.

Extension Effort directed to Integrated Extension-Research Program

Information was sought from Extension Specialists regarding the Issue areas where they would focus their efforts during the 1999 -2004 period. They were asked to indicate a) if they were involved in integrated research and Extension activities, and b) the FTE that is Extension efforts and the FTE that is research efforts. The results of this polling are as follows:

	<u>Extension</u>	<u>Research</u>
Environmental Stewardship	4.1	3.0
Forest Stewardship	.9	2.1

Extension Effort directed to Multistate Extension -Research Program

Many staff within the Purdue University Cooperative Extension Service are involved in multi -state activities. Many of the campus-based specialists are involved in specific, identifiable projects. The list of these projects follows. It must be noted that this list is probably not complete. While all specialists submitted descriptions of their multi -state involvement, we have found it is easy to overlook an activity that is commonplace in educational programming.

In addition, county -based staff are involved in educational programs across state lines. In nearly all cases, these are associated with specific educational programs that relate to an identified need in the state -line locale. In most cases, resources used to support these programs are the salaries of the county -based staff. A list of these programs was not assembled.

Bio Control of Purple Loosestrife by 4H Field Volunteers/MI, IL
Natl Wildlife Habitat Eval Contest/All States
Midwest Plan Service/WI, IA, IL, OH, MI, MO, PA, NY
Midwest Plan Service -NE Region Ag Engr Svc/MI, PA, NY, IA
Midwest Plan Service -Multi-state Dev of Livestock Waste Curriculum/NE, MO, NC, CA, IA,
MN, TX, OK
Multi-State Waste Consortium/OK, MO, IA, NC, MI
Env Center on Livestock Waste Mgmt/NC, IL, IA, OR
Furniture Engineering/MS
Timber Tax Ed/OH, IL, MI, PA, OK
Land Use/OH, IL
Wood Weathering Resistance/NC, MS, WI
Timber Mktg/KY
Decision Support System/IL, TX

Goal 5
5 Year Plan of Work
Indiana
1999-2004

Goal Five: Enhanced economic opportunity and quality of life for Americans. Empower people and communities, through research-based information and education, to address economic and social challenges facing our youth, families, and communities.

Statement of Issues

Families

Approximately 1.6 million families, one and a half million children under age 18, and 859,000 families with children live in Indiana. County planning committees from across Indiana identified several categories of challenges facing families, children, and their parents.

Difficult situations such as poverty and violent communities or a lack of positive parenting role models in the backgrounds of the parents are impediments to healthy family functioning.

In 1994-96 there were 135,000 families (18% of all families) living in poverty in Indiana. The percentage of children in Indiana living under 100% poverty was reported to be 14% (1996), which is better than the national average (21%) and shows improvement over recent years, but still includes almost 210,000 children.

Changing family forms and situations leave families looking for new skills and resources. In Indiana, 69% of children under 6 lived with parents who worked or were in school and needed alternative care for their children at least one hour a week. Approximately 59% of children aged 6-12 lived in homes where all parents were employed at least 30 hours per week. These percentages are higher than the national figures. This translates into over 675,000 children who need ed alternative care.

Only an estimated 50,000 to 60,000 slots are available for children in licensed centers and homes or in registered ministries in Indiana. Studies have shown that only 14% of centers can be considered high quality. Care for infants, toddlers, sick children, and children of parents with odd working hours is very difficult to find at any level of quality. One third of child care teachers leave their centers each year.

The percentage of children living in homes headed by a single parent has continued to grow to 23%, just under the national average. From 1986 to 1995 the teen birth rate rose from 50 to 57 per 1000 teens (15-19 years old). Indiana's rate is very comparable to the national average.

There are approximately 30,000 cases a year of substantiated abuse and neglect in Indiana, and about 50 children annually die from maltreatment.

Although the establishment of Step Ahead councils in each county has facilitated communication among educational and service programs reaching children, many parents still do not know what services are available or have the skills to access them.

Financial Management

Individuals, families, agricultural producers, and non-farm businesses in Indiana face on-going challenges in the area of financial management to achieve personal satisfaction and financial well-being. Changes in economic conditions, advances in technology, evolving demographics, fluctuating employment patterns, and modifications of government, social, legal, and economic policies and regulations alter the decision-making environment. In many instances, these continual changes have created additional stresses for individuals and families. These changes have also increased the importance and difficulty of financial decision-making.

Many families and businesses face on-going pressure to provide an adequate income for their needs. The loss of income security from government farm programs as a result of the "Freedom to Farm" legislation increases the need of many farm families to develop individual risk-bearing strategies. Other families face high debt loads, low savings, and the lack of liquid assets. This is reflected in the sharp increases in the rate

of personal bankruptcies in recent years. As baby boomers' age and concerns about the social security system grow, the need for information useful for decision-making about personal retirement saving and alternative investments increases. Planning for the education of children is also important to many families. Estate and succession planning are concerns of other families involved in farm and non-farm businesses.

Career Development and Work Readiness

Basic life skill development, educational attainment, work readiness and work ethic, career development and job retention are identified issues of concern in 49 Indiana counties. In addition, lack of awareness to issues impacting diverse populations (characterized by cultural, socio-economic, and familial differences) is identified as a co-existing problem influencing workplace success and self-sufficiency among Indiana residents.

Education, work readiness and a solid work ethic are becoming increasingly important to individual success and self-sufficiency. Graduation from high school is now critical for obtaining adequate employment. The Indiana Department of Education reports that overall Indiana has consistently increased the number of students who graduate from high school reaching an all time high of 87.9% in school year 1996-97. However, a high school education may not be sufficient to sustain a living wage.

The new welfare-to-work initiative promises to move more low-skilled, unemployed and underemployed persons into the workforce. For many welfare recipients, movement into the workforce will occur with little education or job training. State and county welfare-to-work programs have placed varying degrees of emphasis on the importance of job entry, job search, and job re-tooling versus long-term training and education. Evaluation of program strategies report varying levels of success. However, two factors appear to strongly influence the success or failure of any program effort: the labor-market environment, and the skills and experiences of workers themselves.

Youth Development

Of the nearly 1.5 million youth in Indiana under the age of 18, approximately 244,000 youth participate in 4-H; more than 200,000 participate in activities sponsored by other youth serving organizations, and nearly 60,000 are engaged in special service learning projects. These statistics, reported in the "1998 Kids Count in Indiana," indicate that some youth are engaged in activities that positively support young people in their growth and development (as identified by the Carnegie Council on Adolescent Development, "Great Transitions, Preparing Adolescents For A New Century, 1995,").

However, young people also face adverse situations daily that can affect them for the rest of their lives. Data presented in "1998 Kids Count in Indiana" reveal that 24 percent of all arrests in Indiana involved juveniles, while nationally, 18.2 percent of arrests involved juveniles. The Rural Indiana Profile indicates that alcohol is the largest substance abuse problem in rural communities. There is noted widespread denial that alcohol is an addictive substance. Cigarette smoking is becoming more widespread and socially accepted among youth in rural Indiana as it is among youth nationwide; and from 1993 to 1997, the teenage smoking rate in rural Indiana (all ages combined) increased by 20 percent. Indiana ranks 32nd in the nation for the number of teenage pregnancies ("1998 Kids Count in Indiana"). In the county needs assessment, Youth Development was listed as an important issue in some way in all 92 Indiana counties. Some of the issues mentioned suggested that to ensure the healthy growth and development of youth there must be an involved commitment of all institutions that have a profound impact in young people. A recent report completed by the 1995 Carnegie Foundation listed families, schools, health sectors, community organizations, and the media as being important in assisting young people in balancing the many demands on their time and launching all young people on a successful life course.

Land Use

Indiana's increasing population and expanding economy have placed unprecedented pressure on the land during this decade. Development is occurring not only at the urban fringes, but in small towns and in the most rural areas of the state.

Indiana ranks second in the country in the percentage of prime farmland as defined by the Natural Resource Conservation Service. Agricultural exports are an important part of Indiana's economy. Indiana land is a valued natural resource. The expansion of development into the farming areas and the competition for the land have created concerns among residents of rural communities, developers and farmers alike.

The Purdue Extension county needs assessments conducted in 1997 -98 indicated that 62 of the 92 counties in Indiana are concerned about land use. The issues they mentioned included: balancing growth and farmland protection; increasing the understanding and reducing the conflict between farm and non - farm residents; up - dating the comprehensive plan and ordinances; enhancing citizen's understanding of the planning process, zoning, and property rights; developing local ordinances regarding confined animal operations; and analyzing costs of services, schools, and infrastructure of new development.

In Indiana, land use is a local decision. Local decision makers and citizens lack an informed understanding of the issues, alternative solutions, and long - term consequences of current actions. Finding the best solutions to these complex issues requires education, communication, and active involvement to enable Indiana community leaders to make the best public decisions.

Leadership Development

There is a growing need in Indiana to help people respond to the increasingly complex issues facing individuals, families and communities. Some individuals and groups traditionally have not been anxious to take leadership roles. These people need to be equipped with personal, group and community leadership skills to empower them to take part in the decision - making which affects their livelihood and community. Others, such as youth, have been under - utilized in their ability to provide leadership and need to develop these skills more than ever as society challenges them in new ways. Leadership training will help them to be more effective and productive throughout their life span.

In the Purdue Extension county needs assessments, one - third of the Indiana counties expressed the need for leadership development education. Identified challenges and issues within leadership development education include: limited educational experience; lack of trust among citizenry; narrow view of the world; fragmented communities; government has passed many responsibilities back to communities; drain of leadership; decline in sense of community; lack of civic responsibility; leadership void between generations; lack of knowledge and skills of community civic responsibility.

Indiana's communities are engaged in a continuing struggle to retain human capital. A cadre of well - informed and trained citizens who have the desire and the ability to make life better in their community are vital to positive community change.

Leadership development including personal leadership, organizational leadership, community leadership, and leadership in special interest efforts, are keys to training local citizens for

expanded leadership roles. Leadership programs are not a quick fix. They are a long term process of improvement and change that will affect the local community.

Cooperative Extension Service has the history and capacity (i.e., knowledge, expertise, experience) as a premier institution for building leadership in individuals, organizations and communities.

Community and Economic Development

The concept of “community” is more difficult to define than it once was. Community may be defined as a specific area on a map, such as a neighborhood, city, town, or county. It may also be defined as a community of people with shared interests or characteristics. Whether community is defined by contiguousness or commonality, the people in these communities face specific challenges related to their economic well-being and overall quality of life.

Even though many people are benefitting from a strong economy and an increasing standard of living, there is evidence that people are less involved than they once were in traditional community affairs. Decreasing numbers of civic volunteers, low voter turnout, less participation in local government, and fewer people seeking public office are indicators of this change in community life. Many individuals, families, and neighborhoods face other community and economic barriers related to health, safety, and employment that are both serious and immediate.

There are several factors contributing to the community and economic challenges Indiana citizens are facing. Government systems are often complex, difficult to work within, and fragmented. Many important policies and regulations are difficult to understand. Needed information is not always accessible. Many local leaders lack the skills or commitment to bring diverse groups of people together to create inclusive community visions and goals. And many people have difficulty seeing beyond short-term interests. Other community concerns also stretch across socioeconomic categories, such as the changing nature of the family and the desire to give our youngest citizens the support they need to grow into adults who possess a sense of community and civic responsibility.

Performance Goals

Families

1. Parents will improve their knowledge and understanding of themselves and their needs, will manage parenting demands and resources better, and will establish clearer goals and objectives for themselves as parents.
2. Parents and child care providers will improve their understanding of children and their development, needs, and uniqueness and will improve their ability to provide developmentally appropriate activities and environments.
3. Parents and child care providers will increase their ability to facilitate self-control, responsibility, and problem-solving behavior in their children by balancing guidance and limit-setting with providing their children with freedom and opportunities to be responsible for themselves.

4. Parents and child care providers will better attend to children's needs, build more positive relationships with children, and send more consistent messages of love and support.
5. Parents will promote the intellectual development of their children by taking more responsibility as their children's first teacher and performing their teaching functions more effectively throughout their children's lives.
6. Parents will connect more effectively with community resources, including child care, and work to increase the probability that their children's and family's needs will be met by seeking out resources, representing their children's needs to organizations or individuals involved in their children's lives, and working to change policies and procedures that impede child or family growth.
7. Volunteers, family-serving professionals, and child care providers will become more effective in supporting families as they strive to achieve the above goals.
8. The number of licensed child care providers will increase, child care providers will improve the quality of their care, and turnover will be reduced among child care providers.
9. Families will improve their ability to cope with common problems and stresses.
10. Families will increase their ability to adapt to transitions and changes.
11. Families will improve their ability to withstand chronic problems or severe crises.
12. Families will develop the skills that foster positive relationships.

Financial Management

1. Individuals will increase their basic knowledge of factors necessary for effective financial management. They will learn how to identify their values, communicate about money, control credit, secure appropriate loans, manage budgets, use the banking system, make prudent investments, manage risk plan for their retirement, plan their estates, and use finance-related computer software.
2. Families will develop debt management skills and improve their financial stability through increased knowledge of purchasing, insurance, home ownership, education planning, retirement planning, and credit use.
3. Businesses, both farm and non-farm, will enhance their knowledge of financial records, combined business-family planning, financing resource acquisition, debt management, and other aspects of financial management. They will develop and implement effective business strategies.
4. Special groups will learn to meet their needs in the financial management area. For example, low income and youth groups will develop basic money management knowledge and skills. Mid-life, pre-retirement groups will increase their financial knowledge to adjust to their changing economic situation and to plan for retirement more effectively. Seniors will increase their

awareness of fraud and insurance and investment options, and understand the basics of estate planning.

Career Development and Work Readiness

1. Indiana residents will increase their ability to exhibit the following skills needed for employment and self-sufficiency: a) interpersonal skills; b) life skills; and c) work ethic.
2. Indiana residents will increase their understanding of life-long learning as a means to enhance career development.
3. Indiana residents will increase their understanding of career opportunities and educational requirements necessary for employment.
4. Indiana residents will improve their knowledge and use of vocational and technological skills needed for gainful employment.
5. The pool of qualified workers to fill workforce needs in Indiana will expand through community partnership efforts.
6. Indiana residents will have improved work retention and satisfaction.
7. Employers, service providers and decision-makers will increase their understanding of the needs and contributions of diverse audiences.
8. Employers and employees who attend Extension education programs will increase their skills and knowledge to enhance workplace stability and productivity.

Youth Development

The youth of the state of Indiana will engage as healthy, creative, and productive partners in their families, communities, and the world, as a result of participating in dynamic educational Extension provided opportunities.

The performance goals of the Youth Development Program are:

- Increase the number of adult volunteers working with youth.
- Increase number of youth/adult (mentoring) relationships/partnerships.
- Increase involvement/engagement in community service activities.
- Increase youth commitments to education.
- Increase communication and relationship skills.
- Increase career planning and development.
- Increase decision-making skills based on core character values; e.g., honesty, kindness.
- Increase participation in 4-H.
- Increase responsible sexual decision making.
- Increase conflict resolution skills, anger management, and nonviolent approaches to life.
- Reduce use of alcohol, drugs, tobacco, and other addictives.
- Reduce level of youth incarceration and repeat offenders (recidivism).
- Reduce youth crime levels.

Land Use

Purdue Cooperative Extension staff will develop and offer information and education to enable Indiana citizens and elected officials make more informed land use decisions that balance economic growth and farmland/natural resource protection. Through more collaborative problem-solving approaches, local leaders will build more sustainable communities that enhance the quality of life for all residents. The anticipated outcomes of the land use educational programs will be:

1. Increased awareness and knowledge among citizens and decision makers of local land use issues, alternatives, and long-term consequences.
2. Broader involvement of citizens in land use decision making.
3. Enhanced decision-making processes that are based on research, knowledge and principles.
4. Increased number of public officials and citizens using collaborative problem-solving approaches that improve their ability to work together to solve public problems.
5. Updated comprehensive plans and ordinances that are in accordance with the long-term vision of the community.
6. Increased number of options available to communities that balance growth and farmland/natural resource protection.
7. Changed behavior in land use decisions.

Leadership Development

Purdue University Cooperative Extension will develop and provide leadership educational programs to enable individuals, organizations and communities to actively engage in resolving critical issues for the common good. Citizens of all ages will accept responsibility for their lives, develop their leadership capacity, learn to work in collaborative efforts, develop an awareness of the global community, and develop a sense of community. As a result, leadership gaps will be filled, the pool of effective leaders will be enlarged and the continuous emergence of new leaders and volunteers will be insured. The intended outcomes of the leadership development educational programs are:

1. Increased knowledge and skills: decision making; problem solving; global awareness, collaboration; systems; facilitation; fact finding; community needs assessment; ability to debate public issues; group dynamics; conduct a meeting; recognition as a lifelong process.
2. Enlarged pool of effective leaders and volunteers.
3. Recognition of personal capabilities and ability to influence the community to impact change.
4. Engaged communities that address critical issues for the common good.
5. Greater sense of trust among citizens and decision makers.
6. Citizens who take responsibility for their own public issues.
7. Interdisciplinary approach for leadership education programming for ALL audiences.
8. Appreciation for the global community including arts, culture, recreation, etc.
9. Inclusion of youth in leadership roles within communities.
10. Recognition of the importance of diversity as a component of leadership.
11. Increased participation in 4-H Jr. Leader and county leadership program.
12. Increased opportunities for new and existing groups to participate in leadership development.

Community and Economic Development

Purdue Cooperative Extension staff will develop and offer information and education to help all Indiana citizens improve the quality of life and enhance economic opportunity in their communities and neighborhoods. The cornerstone of this vision is a belief that Extension's role should be to help communities help themselves. The anticipated outcomes of the community and economic development programs are:

1. Increased awareness of the importance of volunteerism and civic responsibility, and the roles they serve in community and economic development.
2. Improved community and economic development decision-making processes that are based on research-supported information, increased knowledge, and application of relevant decision-making tools.
3. Increased number of opportunities for local people, both adults and youth, to be involved in issue-based civic dialogue.
4. Greater understanding of opportunities for local officials and the general citizenry of specific public policies that affect the economy and quality of life in local communities.
5. Broader knowledge and involvement of citizens, both adults and young people, in self governance.
6. Increased diversity in the people participating in community and economic development decisions.
7. Changed behaviors in community and economic development decisions.

Key Program Components

Families

Extension staff will develop and/or deliver direct educational programs to parents and families or others who serve them. These programs will range from single-session seminars/workshops to series.

Extension staff will develop and facilitate support groups for some targeted groups of parents and families.

Extension staff will cooperate or take leadership to develop peer counseling or mentoring programs for parents (e.g. Mentor Mother).

Extension staff will provide educational programming by way of indirect methods for parents, families, and the general public through the use of video teleconferences, newsletters, home study, newspaper articles and interviews, radio programming, and television interviews.

Extension will explore the expansion of the current web site to meet the needs of families or those who work with families.

When family needs exceed the resources of Extension educational programming, Extension staff will refer parents and families to relevant direct-service providers and will participate in community efforts to develop and distribute directories of services.

Specific topics of programming will include:

Parenting stress
Goal setting in a family context
Parent self-confidence/self-esteem
Decision-making within families
Positive discipline techniques
Time management
Conflict management with children
Balancing work and family
Sex education
Stress management
Prevention of substance abuse
Communication within families
Character education/values education
Cooperation in a family context
Choosing child care
Conflict management
Establishing a child care business
Family time

Financial Management

Extension staff will continue such successful programs as the following to increase participants' knowledge of financial management issues and encourage adoption of specific financial management practices.

For individuals:

Women's Financial Information Program (WFIP)

For farm business:

Family Agricultural Resource Management (F.A.R.M.)

Farm Financial Planning and Analysis Package (FINPACK)

Making a Living Farming

Non-Farm Business:

Working for Yourself

For professionals:

Purdue Income Tax School

Indiana Bankers' School and Ag Lenders' Clinic

Estate Planning for Professionals

Low Income:

Making Your Money Work (Individual Development Accounts)

There's Always a Choice: Dollars and Cents (FNP)

For children and youth:

High School Financial Planning Program

Consumerism in 4-H projects

For seniors:
Money After 50

Extension staff will develop, adapt, and expand educational programs and materials in the following areas:

For individuals and families:

Retirement Planning
Estate Planning
Basic Money Management for Working Families
Kids and Money

For farm business and non-farm business:

Estate Planning
Succession Planning
Multi-Family Business Arrangements
Agricultural Risk Management
Strategic Planning for Business
Legal Issues Affecting Businesses

For children and youth:

Basic Money Management
Consumer Skills
Credit Management

Career Development and Work Readiness

1. Extension staff will develop and pilot educational programs to increase Indiana residents' technological literacy.
2. Extension staff will develop and/or deliver educational programs to enhance youth's knowledge of career choice, work readiness, and work ethic to increase employment success and self-sufficiency among Indiana youth.
3. Extension staff will develop and/or deliver developmentally appropriate educational materials to address basic life skills, work readiness and job retention for diverse audiences.
4. Extension staff will partner with community agencies, employers, and training and educational institutions to facilitate Indiana residents' acquisition of vocational and technological knowledge and skills to enhance workplace success.
5. Extension staff will develop and/or deliver educational materials to private and public employers to enhance employee/employer relations, productivity and job retention.

Youth Development

1. Youth, adults, and professional youth staff will apply increased knowledge and understanding of youth development to their daily activities. (Note: Throughout the document professional youth staff refers to any individual working with youth as a condition of his/her employment.)

2. Youth, adults, and professional youth staff will increase their knowledge of the relationship between healthy youth development and supportive communities.
3. Extension staff will develop their expertise in emerging youth issues such as anger management, healthy sexual development, drug abuse, etc. (Note: Throughout the document the term Extension staff refers to Cooperative Extension Administrative Staff, Specialists, Educators, and Program Assistants.)
4. Youth and adult community members will expand their understanding of the relationship between volunteer activities and positive youth development.
5. Youth and adults will participate in meaningful activities geared to enhance community involvement.
6. Extension staff will partner with other youth serving and community agencies to create healthy and creative environments in which youth can grow into contributing adults.
7. Community members with programmatic and fiscal responsibilities for youth programs (such as members of Fair boards, 4-H Councils, Youth Organization Boards) will utilize the principals of youth development in recruiting qualified adults to work with youth.
8. Community teams composed of representatives from groups such as schools, law enforcement, judicial representatives, human service providers, and other interested community representatives will increase their awareness of the importance of healthy youth development in the prevention of drug abuse, teen pregnancy, crime, sexual assault, and other destructive behavior.

Land Use

Extension staff will:

1. Develop and deliver educational presentations to raise awareness and stimulate discussion with citizens and civic organizations on various land use issues.
2. Develop educational programs on various land use topics and deliver them to organizations or communities that request them. The purpose of such programs is to enhance the knowledge needed for better deliberation and decision-making on land use issues.
3. Develop and expand workshops to increase the knowledge and to enhance decision-making skills of local plan commission members, elected officials, and other key decision-makers. They will also maintain and enhance the partnership with Ball State University, the Indiana Planning Association, Indiana Association of Cities and Towns, and the Association of Indiana Counties to deliver more effective workshops.
4. Initiate, develop, and participate in regional, state, and national land use conferences and workshops. This will enhance the general knowledge of land use issues, build the network with key decision makers, and ultimately affect state and local land use policies. Extension will also be a partner in the efforts of other organizations in land use initiatives.
5. Develop 4-H projects and youth programs dealing with land use issues.
6. Develop distance educational courses on a web site to enable individuals to learn about land use issues at their convenience.
7. Develop educational programs that bring together key decision makers and citizens to analyze the community's land use patterns, deliberate alternatives, reach consensus toward a common vision, and develop goals that prompt action in the community.

Leadership Development

Extension staff will develop programs to enable:

1. Participants to recognize personal leadership growth and development as a life-long learning

process.

2. A larger and more effective pool of volunteers and leaders.
3. Participants to understand organizational development and have skills to serve effectively on boards and committees.
4. Community leaders to recognize youth as leaders and include youth as partners in community problem-solving.
5. Existing and emerging leaders to demonstrate an increased understanding of the needs of their communities which address critical issues for the common good.
6. Youth to return to community as young adults and provide leadership.
7. Targeted program participants to demonstrate increased knowledge of community issues and enhanced skills in collaborative decision making as a result of participation in local and state leadership development workshops.

Community and Economic Development

Extension staff will:

1. Develop, deliver, and/or support educational programs for local citizens on basic government functions (e.g., how to obtain licenses and permits, property taxes, etc.).
2. Develop, deliver, and/or support educational programs for elected and appointed officials. Some programs will provide information about relevant community and economic policy issues. Other programs will include decision-making tools and methodologies.
3. Develop, deliver, and/or support specific programming to assist youth and adults to work together in community and economic development projects.
4. Develop, deliver, and/or support educational programs for junior and senior high students that will focus on specific community and economic issues in local communities.
5. Develop, deliver, and/or support educational programs designed to build the capacities of the volunteer base in local communities. This will include programs designed to assist in volunteer recruitment and training.
6. Draw on successful community development models such as CSR (Community System-wide Response), CARE (Communities Against Rape), and community organizing projects to develop a "generic" methodology that could be implemented in local communities to address a broad range of community and economic issues.
7. Develop a "rapid response" team with expertise in specific areas of community and economic development to provide technical assistance in local communities.
8. Develop, deliver, and/or support educational programs designed to encourage and support individual, family, and community based entrepreneurial efforts and to build the capacities of existing businesses.

Internal and External Linkages

In order to carry out the above mentioned educational efforts, Extension will develop cross-disciplinary collaborations between educators and specialists representing families, youth development, career development and financial management. Additionally, Extension will continue to enhance the relationships with the following state and local organizations:

Families

First Steps/Step Ahead, Healthy Families Indiana, Division of Family and Children, Libraries, Bureau of Child Development, Schools (PTO/PTA, counselors, etc.), Mental Health organizations, Community Centers, Industries/Businesses, YMCA/YWCA, Jails/prisons, Head

Start, Churches, Prevent Child Abuse, Indiana Council on Family Relations, Indiana Youth Institute, IN Assoc. for the Education Of Young Children Hospitals, Purdue's Center for Families, Legal System, WIC, Local Coordinating Council on Drug Abuse. Purdue Extension will also continue to foster relationships with Extension staff in neighboring states and across the country who are working in the area of parenting education and child care provider training.

Financial Management

American Association of Retired Persons, Community Development Corporations, Family and Social Services Administration, Department of Family and Children, IMPACT (Indiana Manpower Placement and Comprehensive Training), Indiana Long - Term Care Program, Senior Health Insurance Information Program, Food Stamps, Step Ahead, Farm Organizations, Farm Service Agency, Housing and Urban Development (HUD), Indiana Attorney General's Office, Consumer Protection Division, Indiana Bankers Association, Indiana Department of Commerce, Indiana Extension Homemakers Association, Indiana Farm Management Association, Indiana Housing Finance Authority, Indiana Secretary of State, Securities Division, Indiana Society of Farm Managers and Rural Appraisers, Indiana Society of Agri - Bankers, National Endowment for Financial Education, School Corporations, Small Business Administration.

Career Development and Work Readiness

Community Development Corporations, Community Foundations, Division of Family and Children, First Step/Step Ahead, Youth Agencies, Extension Homemakers, Self - Sufficiency Planning Council, Private Industry Council, Literacy Coalitions, Chamber of Commerce, Workforce Development, United Ways, Career Planning and Placement offices, Judicial System, Schools, County Government, Churches, Township Trustees, Libraries, Correctional Facilities, Technical Schools, Industry and Utilities, Center for Families at Purdue University, Department of Commerce, Department of Workforce Development, Department of Education, Indiana Family and Social Service Administration, Indiana School to Work Institute, Indiana Partners for Hoosier Communities, Higher Education Institutions, Indiana Economic Development Council, Indiana 4 - H Foundation.

Youth Development

Local Organizations: Child Welfare Agencies, Colleges and Universities, Court System, Division of Family and Children, Drug, Alcohol, Tobacco, and Crime Prevention Agencies

Foundations: 4-H Program Sponsors, Funding Development Organizations, Funding Organizations

Home School Associations, Hospitals, Health Care, Fitness Organizations, Juvenile Detention Centers, Law Enforcement Agencies, Libraries, Local Coordination Councils, Probation Departments, Safety and Accident Prevention Organizations, Schools and School Related Organizations, Senior Citizen Organizations, Service Clubs and Civic Organizations

State Agencies: Department of Education, Department of Corrections, Department of Health/Mental Health, Indiana Youth Institute, Prevention Resource Council, State Student Assistance Program

Step Ahead Councils: United Way, Vocational Training Agencies, Workforce Development

Agencies

Youth Service Organizations: FFA, FHA, Boys and Girls Clubs, Boy Scouts, Girl Scouts, Junior Achievement, Youth as Resources, Youth Service Bureau

Land Use

The Purdue Land Use Team has been operating since 1996 and has developed a close working relationship among several disciplines including Forestry, Ag Economics, Ag Engineering, Agronomy, and 4-H/Youth. Future relationships will be built with Civil Engineering and other disciplines across campus. On-going relationships will be enhanced with Ball State University, Indiana Planning Association, Indiana Association of Cities and Towns, Association of Indiana Counties, Indiana Department of Natural Resources, Indiana Department of Environmental Management, Indiana State Board of Health, Natural Resources and Conservation Service, Indiana University School of Public and Environmental Affairs, Commissioner of Agriculture, Indiana Department of Commerce, Soil and Water Conservation Districts, farm organizations, development and business organizations at the state and local level, schools, preservation groups, environmental groups, and youth groups.

Purdue Extension will continue to foster its multi-state relationship with neighboring states who are working in the land use area (KY, OH, MI, MN, IL, WI). Several multi-state efforts have already been held; others are planned for the future. It is intended that these efforts will assist in staff training, program development, and needed research.

Community and Economic Development

Extension will continue existing relationships and build new partnerships with the following groups and organizations: Association of IN Counties, IN Association of Cities and Towns, IN Center for Economic Education, IN Higher Education Telecommunication System, local public, private, and home-based schools, various state and local government agencies and divisions, local Chambers of Commerce, economic development organizations, other universities and colleges in Indiana. Extension will also continue to foster relationships with staff in neighboring states, 1890 institutions and other colleges and universities throughout the country that are working in community and economic development.

Leadership Development

Extension will continue to build relationships across Purdue University and to approach all program development in a multi-disciplinary manner. Other partners in building programs include: existing community leadership programs in Indiana, United Way, the Indiana Ag Leadership Institute, existing collaborative programs, Chamber of Commerce, local and state agencies and organizations such as Step Ahead, Department of Family and Children, law enforcement agencies, civic organizations, ag organizations, and local and state government officials.

Target Audiences

Key audiences that will be reached with "Enhanced economic opportunity and quality of life" programming are:

Families

general parent or family
fathers alone
mothers alone
both fathers and mothers together
parents or providers with children in a specific age range
parents who are themselves at a specific life stage
youth from pre-school through young adult who are not yet parents
families in specific situations, such as foster parenting, divorce, single parenting,
multi-generational households, parenting special-needs children,
balancing work and family, incarceration, families of teen
parents, and families receiving government assistance
those who serve parents, such as babysitters, volunteers, and professionals
people currently providing child care or social services or are currently teaching in
the schools
people considering child care work

Financial Management

Individuals
Farm Businesses
Non-Farm Businesses
Children and Youth
Seniors

Work Readiness and Career Development

youth
hard-to-place worker
professionals
citizens in need of technological training
school administrators
teachers and guidance counselors
employers
home-based business operators
farm managers

Youth Development

The target audiences will be youth and their families. The secondary target will be the adults who work with youth in delivering non-formal education, as paid or volunteer staff.

Land Use

The primary audiences for land use programs are plan commission members, elected officials, and other community leaders. Other audiences include interested citizens, farmers, realtors/developers, attorneys, youth, staff of state organizations, and civic organizations.

Community and Economic Development

Elected and appointed community officials, community and business leaders, citizens, farmers, Chamber of Commerce staff, volunteers (and potential community volunteers), youth, civic organizations.

Leadership Development

Public officials, youth, women, citizens who are disenfranchised, volunteers, civic organizations, and staff of state organizations.

Evaluation Framework

Families

1. A specialist is currently developing and piloting a standard evaluation form for parenting programs in Indiana. Based on the National Extension Parent Education Model, it can be used with parenting education programs covering numerous topics. Educators will give it as a pretest at the beginning of a session or series and mail it to the participant as a post-test six weeks later.
2. Specialists will adapt or develop a standard evaluation form for family relationship and coping programs.
3. Specialists will develop an evaluation strategy for use with child care provider sessions.
4. When other forms do not fit the programs, educators will use the current generic evaluation forms to measure perceived knowledge gain, attitude change, and behavior change.
5. Specialists will aggregate and report data from the completed forms annually if sufficient data are collected.

Financial Management

1. Extension staff will conduct pre - and post - assessments for selected educational programs to determine knowledge gained by participants.
2. Extension staff will have participants evaluate selected programs for program content and materials to assist staff in improving the learning experience.
3. Extension staff will survey participants in selected financial management programs to determine changes in behavior, levels of satisfaction, and sense of financial security three to six months after an educational program.

Career Development and Work Readiness

1. Current Extension program evaluations will continue to be implemented to determine program outcome and impact.
2. New Extension programs will include evaluation tools to assess program impact and guide program revisions.
3. Youth programs implemented in partnership with school administrators to encourage involvement in post-secondary education will include initial and follow-up evaluations to measure program impact.
4. Collaborative program efforts with social service providers to increase life skills, work readiness, and self-sufficiency will include initial and follow-up evaluations to measure program

impact.

Youth Development

1. Extension staff will draw from the numerous youth development evaluation materials and adapt them for application to Extension youth programs.
2. Extension staff will design evaluation logic model that will link program goals to output indicators to impact.
3. Evaluation of programs used in the youth development plan of work will be evaluated by various evaluation methods and strategies to determine both short - and long - term outcomes for youth. Evaluation methods should appropriately match the level of activity being measured. Existing research on the importance of youth participation in out -of- school activities should be incorporated into program evaluation. In addition, community and statewide indicators such as youth incarceration data, birth rates to teens, etc. should be included. When possible, comparison studies should be conducted between participants and non -participants, between cultures, and/or between urban and rural communities. Most importantly, staff are encouraged to eliminate, change, or improve programs based on the evaluations conducted.

Output Indicators

Families

A. New materials/programs to be developed or identified:

1. The Human Development specialists will develop or identify additional materials in the areas of family relationship skills and family coping skills, specifically balancing work and family, communication, and stress management.
2. The Human Development specialists will develop or identify additional materials in the areas of conflict management for parents and families, character education, parenting education for teen parents, and choosing child care.
3. Human Development specialists will collaborate with the Indiana Family and Social Services Administration to provide up to 6 distance learning sessions a year for child care providers.
4. Human Development specialists and/or educators will create or update one or two parenting or child care publications each year.

B. New materials/programs currently being developed:

1. An educator/specialist team will finish "Parenting Piece by Piece," a workshop series for parents court-mandated to attend.
2. A 4-H/CFS team will respond to external reviews and make revisions to "Teen Decisions," a video and curriculum guide to stimulate discussion about adolescent sexuality and dating.
3. One specialist is part of a national team creating a video teleconference, videotape, and accompanying materials called "Grandparents Raising Grandchildren."

C. Revisions/updates:

1. The Human Development specialists will revise the curriculum materials called "Family Times" (family strengths and family traditions) in cooperation with educators.
2. The Human Development specialists will revise the written materials in the series "A Child in Your Life."
3. The Human Development specialists will revise the guidebook for "Blue Ribbon Parenting" and/or identify other comparable materials.
4. The Human Development specialists will update and revise other written materials and curricula as necessary.

Financial Management

1. Extension staff will develop or adapt educational resources related to financial management topics such as the following:

Retirement Planning
Multi-Family Business Arrangements
Agricultural Risk Management
Basic Money Management for Youth
Kids and Money

2. Extension staff will develop videotapes with accompanying workbook modules and other resources which can be used to teach specific topics such as record-keeping, developing a spending plan, managing credit, and other aspects of financial management.
3. Extension staff will develop or adapt courses related to specific financial management needs and utilize innovative delivery methods such as correspondence courses and Internet Web sites.
4. Extension staff will make financial management materials and publications written in Spanish and at lower reading levels available.

Career Development and Work Readiness

1. Extension staff will develop and pilot educational programs to increase Indiana resident's technological literacy.
2. Extension staff will develop and/or deliver educational programs to enhance youth's knowledge of career choice, work readiness, and work ethic to increase employment success and self-sufficiency among Indiana youth.
3. Extension staff will develop and/or deliver developmentally appropriate educational materials to address basic life skills, work readiness and job retention for diverse audiences.
4. Extension staff will partner with community agencies, employers, and training and educational

institutions to facilitate Indiana residents' acquisition of vocational and technological knowledge and skills to enhance workplace success.

5. Extension staff will develop and/or deliver educational materials to private and public employers to enhance employee/employer relations, productivity and job retention.

Youth Development

1. Extension staff will develop and deliver educational programs which will encourage and train adult volunteers to work with youth.

2. State specialists and legal consultants will develop and train Extension staff in a volunteer management system that includes recruitment, screening, training, and evaluation of adult 4-H volunteers.

3. Extension staff will develop and deliver educational programs to youth, adults, and other youth professional staff on positive development of young people.

4. Extension staff will develop and deliver educational programs to youth, adults and other youth professional staff on issues faced by today's youth.

5. Extension staff will develop and update existing 4-H programs that center around youth development emphasizing life skills and experiential learning activities (e.g. Personality project, Peer Counseling Opportunities, and others).

6. Extension staff and volunteers will utilize and expand upon the learning opportunities within 4-H clubs, activities, trips, etc. (e.g. local club meetings, workshops, career development events, camp).

7. Extension staff in partnership with other youth serving organizations, businesses and community leaders will identify or develop successful educational models to expand youth development outreach.

8. Teams of Extension educators and specialists in partnership with other university and nationally recognized experts will review, adapt, and/or develop educational materials to meet emerging youth issues.

9. Professional youth staff, youth, and volunteers will increase their awareness of and celebrate cultural/ethnic heritage.

Leadership Development

The output indicators will include measures of persons completing formal and non-formal education programs associated with the goals listed above, and changes in behavior and practices made by communities.

In addition, Extension staff will conduct evaluations of the educational programs on a regular basis to determine if persons participating gained knowledge and to measure the effectiveness of the Extension programs.

Outcome Indicators

Families

1. Parents will report higher levels of parenting self-confidence and will describe themselves more positively as parents.

2. Parents and child care providers will report using a larger number of stress management skills

and will report lower levels of parenting stress.

3. Parents and child care providers will report an increased understanding and appreciation of their children's developmental stages.

4. Parents and child care providers will report engaging in activities to facilitate self-control, responsibility and problem-solving behaviors in children.

5. Parents and child care providers will report a more balanced use of control and support (authoritative parenting) with children.

6. Parents and child care providers will report an increased use of positive discipline practices and a decreased use of negative practices.

7. Parents and child care providers will report more frequent and effective communication with children.

8. Parents and their children's teacher(s) or child care provider(s) will report more frequent and effective communication with each other.

9. Parents will report increased use of effective child care screening procedures.

10. Parents will report greater satisfaction with their relationship with their child care providers.

11. Participants will report an increased use of positive coping skills to manage stress.

12. Participants will report an increased use of positive relationship skills.

13. Participants will report a more positive assessment of their family relationships.

Financial Management

1. Individuals will increase their basic knowledge of factors necessary for effective financial management. They will learn how to identify their values, communicate about money, control credit, secure appropriate loans, manage budgets, use the banking system, make prudent investments, manage risk plan for their retirement, plan their estates, and use finance-related computer software.

2. Families will develop debt management skills and improve their financial stability through increased knowledge of purchasing, insurance, home ownership, education planning, retirement planning, and credit use.

3. Businesses, both farm and non-farm, will enhance their knowledge of financial records, combined business-family planning, financing resource acquisition, debt management, and other aspects of financial management. They will develop and implement effective business strategies.

4. Special groups will learn to meet their needs in the financial management area. For example, low income and youth groups will develop basic money management knowledge and skills.

Mid-life, pre-retirement groups will increase their financial knowledge to adjust to their changing economic situation and to plan for retirement more effectively. Seniors will increase their awareness of fraud and insurance and investment options, and understand the basics of estate planning.

Career Development and Work Readiness

1. Indiana residents will receive more developmentally appropriate life -skills opportunities through Purdue Cooperative Extension programs and activities.
2. Indiana residents will become more informed about training and educational opportunities to enhance career development, change or advancement.
3. Purdue CES will partner with local schools and community agencies to increase the career exploration resources available to local residents.
4. Targeted audiences will increase their understanding of the knowledge and skills needed to secure and maintain employment.
5. Agencies and institutions will coordinate efforts to increase area citizen's technological literacy.
6. Purdue University, employers and community agencies will partner to provide affordable and accessible educational, technological, and vocational opportunities to prepare a more qualified workforce.
7. Community agencies and Purdue Cooperative Extension will partner to more effectively use community resources to enhance work readiness, placement, and retention.
8. Agencies and institutions will partner to increase opportunities for job shadowing, college site visits, and participation in volunteer work opportunities.
9. Targeted audiences will recognize job training and re -tooling as a life -long learning process leading to job satisfaction and retention.
10. Purdue CES will provide educational programs to employers/employees to increase workplace skills to enhance workforce stability and productivity.
11. Purdue CES will conduct research to assess the skills and knowledge needed for employment success in Indiana business and industry.
12. Agencies and institutions will provide opportunities to increase awareness of diversity issues.

Youth Development

1. Youth will develop life long learning skills and apply them to educational goals .
2. Youth will increase their knowledge and apply it in the subject matter areas of their participation.

3. Youth will increase their knowledge and contribution to their community in areas of leadership, volunteerism, and political participation.
4. Youth will improve their academic achievement.
5. Adults will increase their knowledge of effective youth work and increase their engagement with youth.

Leadership Development

The outcome indicators will include measures such as the number of educational resources (publications, CD's, web sites, distance learning opportunities, etc.) developed, the number of educational events offered, and the number of faculty and staff involved in activities associated with accomplishment of the goals.

Program Duration

The goals listed are primarily long - term (over five years) programs, given the nature of the complexity of the goals identified. However, program design and implementation has already begun on many of the goals.

The planning conducted for "Enhanced economic opportunity and quality of life for Americans" is for a five year period of time. Programming to fulfill certain goals will be initiated immediately. Other programming efforts will be put in place throughout the 5 year project period.

Allocated Resources

Note: This information is extracted from several sources. While it portrays Extension commitment, this representation does not constitute an auditable document.

Fiscal Resources

Many sources of funds are used to supplement the Federal funding sources. These include State of Indiana funds (general as well as designated for special projects and activities), grants obtained from federal, state, and county governmental units and agencies as well as from organizations, private industry, and not -for -profit agencies.

<u>Year</u>	<u>Smith - Lever Designated for Goal 5</u>
2000	\$3,894,000
2001	3,894,000
2002	3,894,000
2003	3,894,000
2004	3,894,000

Human Resources

As part of the process to develop the Indiana Five Year (1999 -2004) Plan of Work, Extension staff were asked to identify the focus of their efforts during the five year period. Field staff were asked to designate one - half of their Extension appointments to particular Plan of Work Issue areas; campus staff were asked to designate all of their Extension appointments to particular

Issue areas. Based on the returned responses, a total of 225.1 FTEs (182.1 field and 43 .0 campus) will be devoted to Goal 5 in each of the five years 1999 -2004.

These were specified as follows with the eight issue areas being the designations used within the Indiana Plan of work.

Estimated FTE Commitment

Extension FTEs

	2000		2001		2002		2003		2004		
	Field	Campus	Field	Campus	Field	Campus	Field	Campus	Field	Campus	
Families	31.0	4.0	31.0	4.0	31.0	4.0	31.0	4.0	31.0	4.0	
Financial Mgmt	18.9	6.8	18.9	6.8	18.9	6.8	18.9	6.8	18.9	6.8	6.8
Work Readiness	10.2	2.1	10.2	2.1	10.2	2.1	10.2	2.1	10.2	2.1	2.1
Youth Dev	59.6	16.0	59.6	16.0	59.6	16.0	59.6	16.0	59.6	16.0	16.0
Land Use	11.5	3.2	11.5	3.2	11.5	3.2	11.5	3.2	11.5	3.2	3.2
Leadership Dev	37.9	3.9	37.9	3.9	37.9	3.9	37.9	3.9	37.9	3.9	3.9
Com/Econ Dev	10.6	1.9	10.6	1.9	10.6	1.9	10.6	1.9	10.6	1.9	1.9
Human Safety	2.4	5.1	2.4	5.1	2.4	5.1	2.4	5.1	2.4	5.1	5.1
Total	182.1	43.0	182.1	43.0	182.1	43.0	182.1	43.0	182.1	43.0	43.0

Education and Outreach Program Already Underway

Families

The following materials/programs have been created or revised recently and may be used as they currently appear:

- It's My Child, Too
- Mentor Mother
- Families Can Make a Difference
- A Year in the Life of Our Family (calendar)
- Grandparents Facing Parenting Again

Trainings for Extension staff:

January 1999: Parenting Education Basics. A one -day staff development workshop for educators with little or no background in parenting education and human development.

February 1999: Character Education. A three -day staff development workshop offered jointly with Illinois Extension to county educators in both states and covering history, background, research, and materials in the area of character education.

March 1999: Teen Decisions. A one -day staff development workshop for educators to become acquainted with and learn to use a teen theater program for encouraging communication about sexuality and relationships among youth, among parents, and between youth and parents.

April 1999: Parenting Piece by Piece. A one -day staff development workshop for educators to become acquainted with and learn to use a curriculum for parents mandated to attend a parenting education program.

Financial Management

Extension staff will continue such successful programs as the following to increase participants' knowledge of financial management issues and encourage adoption of specific financial management practices.

Women's Financial Information Program (WFIP)
Family Agricultural Resource Management (F.A.R.M.)
Farm Financial Planning and Analysis Package (FINPACK)
Making a Living Farming
Working for Yourself
Purdue Income Tax School
Indiana Bankers' School and Agriculture Lenders' Clinic
Estate Planning for Professionals

Low Income:

Making Your Money Work (Individual Development Accounts)
There's Always a Choice: Dollars and Cents (FNP)
High School Financial Planning Program
Consumerism in 4 - H projects
Money After 50

Career Development and Work Readiness

Specific Indiana Extension Programs and Materials currently available to address this issue are:

Making Your Money Work (money management curriculum for low -income persons living independently)
Money Sense Program (setting goals, money management and decision making)
Getting Through Tough Times (factsheets to help people manage in tough times)
Safe Food for the Hungry (food safety, nutrition and volunteer management)
Family Nutrition Program (nutrition and budgeting program for food stamps eligible audiences)
Expanded Food and Nutrition Education Program (information and skills for low -income persons to maintain a healthy diet)
The Employed Parent (module in Family Matters Project - work/family demands)
Empowering Single- Parent Families (creates awareness of special needs and strengths)
Balancing Work and Family (coping with multiple roles and responsibilities)
Project LEAD (Legal Education to Arrest Delinquency - for grades 4-6)
Project GROW (Guidelines Responsibility Options and Self Work - for grades 2 -4)
Talking with TJ (conflict management for elementary school - ages youth)
Leadership 2000 (agricultural leadership program for adults)
Matrix System (personality assessment program)
Pesticide Applicator Training (training for state Pesticide Application Certification)
Farm Management Programs (knowledge and skill for successful farm management)

Youth Development

Extension specialists will coordinate the continued development of program and materials listed below.

- a. Leadership development and community service (Leadership project, public speaking and demonstration materials, officer training materials, etc.)
- b. Volunteer development and youth/adult relationships (TAXI, So You're A New Volunteer, Adult Behavioral Expectations, Lenders Hold The Key, etc.)
- c. Decision making skills and responsibilities (4-H project manuals, 4-H member expectations, Ethics in 4-H, Character education, Project LEAD/Grow, Have A Healthy Baby, It's My Child Too).
- d. Conflict resolution, anger management, and nonviolent approaches to life (Talking with TJ and Project Equality).
- e. Use of alcohol, drugs, tobacco and other addictive substances (programs included in the CSR Directory, Impaired Driving Workshops and materials).
- f. Responsible sexual decision making (Teen Decisions, Project Equality, programs included in the CARE Initiative, 4-H Health Project).
- g. Youth incarceration and crime (Project Equality, programs identified by CSR, Project LEAD and Grow).

Trainings for Extension staff:

August 1999: Project WET Facilitator Training

September 1999: 4-H Japan Exchange Program: The Benefits of a Cultural Exchange
Youth and Adult Partnerships: Designing and Implementing a Community Teen Court
State 4-H Youth Staff Conference
Mission Possible: Communities for Safe Teen Driving
4-H Sportfishing Certification Workshop
4-H SAFE (Sporting Arms Family Education) Instructor Workshop

October 1999: Level I Community Systemwide Response Training for Saturn sites
1999 Indiana 4-H Horse and Pony Leaders Conference
4-H Sport Fishing Certification Workshop

November 1999: Communities Against Rape Initiative: Orientation for New Community Projects
Level I Community Systemwide Response Training
Project WET Facilitator Training
Wildlife Habitat Evaluation coaches training
December 1999: The 4-H Japan Exchange Program: Discover the Richness of an International Exchange

January 2000: Community Systemwide Response Retreat, Renew and Recommit

March 2000: Keeping Our Kids Safe

April 2000: Level I Community Systemwide Response Training
Transforming Conflict Level II
Working with Youth Ethics that Work
4-H SAFE (Sporting Arms Family Education) Instructor Workshop

June 2000

Project WET –6 (1 day workshops)

September 2000

4-H SAFE (Sporting Arms Family Education) Instructor Workshop

Land Use

A major land use initiative was undertaken in 1996. Many programs are already under way in terms of newly developed educational programs on land use issues, regional workshops for plan commission members, and state conferences. Land Use Team members work one-on-one with communities in updating their comprehensive plans and ordinances, answering technical questions, and conducting community workshops and forums to educate the community. Faculty hold both research and Extension appointments. Their research is integrated into the land use educational programs, such as the fiscal impact of development.

Community and Economic Development

A number of state-wide programs are already underway such as "The Community Systemwide Response System," a community-wide program to identify youth issues and address them in the community; CARE, a community-wide program focused on the prevention of rape and violence; "Take Charge," a program to build consensus and develop a vision to enable a community to create its own future; public policy education programs which focus on citizen education around key state-level public issues; public finance, programs which educate citizens about local government, taxes and how taxes are spent; and many other programs developed at a local level by staff who are responding to local community needs.

Leadership Development

Several state-wide leadership development programs are currently being offered such as the Indiana Leadership Institute, Leadership 20/20, a program for rural communities and people in agriculture; and community leadership academies. Many leadership workshops are held with state and local organizations on specific leadership topics/skills. Several leadership opportunities are provided for youth and youth volunteers at both the state and local level.

Extension Effort directed to Integrated Research and Extension Activities

Information was sought from Extension Specialists regarding the Issue areas where they would focus their efforts during the 1999 - 2004 period. They were asked to indicate a) if they were involved in integrated research and Extension activities, and b) the FTE that is Extension effort and the FTE that is research effort. The results of this polling are as follows:

	<u>Extension</u>	<u>Research</u>
Resilient, Self Reliant, Strong Families	None reported	
Financial Management	.1	.3
Work Readiness and Career Development Life Skills	None reported	
Youth Development 2.0	.3	
Land Use	1.2	2.5
Leadership Development	.3	.4
Community and Economic Development	.4	.3
Human Safety	.7	1.2

Extension Effort directed to Multistate Research and Extension Activities

Many staff within the Purdue University Cooperative Extension Service are involved in multi -state activities. Many of the campus -based specialists are involved in specific, identifiable projects. The list of these projects follows. It must be noted that this list is probably not complete. While all specialists submitted descriptions of their multi -state involvement, we have found it is easy to overlook an activity that is common place in educational programming.

In addition, county -based staff are involved in educational programs across state lines. In nearly all cases, these are associated with specific educational programs that relate to an identified need in the state -line locale. In most cases, resources used to support these programs are the salaries of the county -based staff. A list of these programs was not assembled.

Grandparents Raising Grandchildren/WI

4HCCS (4H Coop Curriculum S ystem)/33 States

ELDT (Nat'l Experiential Learning Design Team)/All 50 States

Natl 4H Jury Review Process/All 50 States

Youth Outcomes - Four Fold Youth Dev Model/OH, NV, AZ, MN

NC Region Vol Forum/Vol Week Materials/IL, IA, MI, OH, KS, ND, SD, MO, NE, MN, WI

Am Society of Ag Engr Youth Activities Comm/OH, WI, KY

Natl 4H Engr, Sci and Ldrshp Event/AL, AR, DE, IL, OH, WI, KY, FL, MD, MS, LA, PA

4HCCS Computer Curr Design Team/20 States and numerous companies and org.

Natl 4H Comm ATV Safety Design Team/IL, MO, OH, UT, WA

Midwest Horse Alliance/MI, OH, KY

Land Use Teams/IL, OH, VA, MI, WI

Public Issue Dispute Resolution/National Effort

Illinois- Indiana Sea Grant College Prog/IL (Goals 1 and 5)

Ag Banking School/MI, OH

Farm Income Tax School/IL, WI and about 30 other states

Network Assessment Tools for Sustainable Family Businesses/OH, TX (if funding is granted)

Making Your Money Work and Financial Literacy for IDA Progs/OH, OK, IL, NY, CO

USDANC Regional Aquaculture Cen ter/NC States

National AgrAbility Proj/CO, DE, ID, IL, IA, KY, LA, MI, MN, MS, MO, NE, NJ, NY, NC, ND, OH, PA, SD, TN, TX, VT, NH, WI

Financial and Strategic Mgmt/IA

Agricultural Law Topics/Univ of Illinois and various other states

NCR CRD- Purdue's share of assessment for NC Regional Center for Rural Development/NC