

# 2009 Tuskegee University Extension Annual Report of Accomplishments and Results

Status: Accepted

Date Accepted: 05/28/2010

## I. Report Overview

### 1. Executive Summary

Tuskegee University Cooperative Extension Program (TUCEP) works in cooperation with the Alabama Cooperative Extension System to carry out a comprehensive statewide Extension Plan of Work. TUCEP continues to focus its major efforts around 12 Alabama Black Belt counties, but it has programs in other south central counties with Small Farm Project, and in Marshall County where the Cherokee Tribe of North East Alabama is primarily headquartered. TUCEP contributes to 3(d) program objectives as funds are made available. The mission of TUCEP is to help educate and provide research-based educational programs designed for life-long learning and to assist limited resources families, both urban and rural, and other groups and organizations, to improve their quality of life in a rapidly changing technological and global society.

The planned programs include six Extension Team Project (ETPs) that constitute the core of TUCEP and serve as the measurable outcomes or impacts of the program. These ETPs are well defined within the five priority goals of Extension outlined in the USDA, NIFA Strategic Plan. They provide a variety of research-based educational programs designed to assist limited resource families--the targeted populations served. Also, specialists and agents contribute a significant amount of their time to the work unique to the counties in which they live and serve, and this is not necessarily a part of the predefined statewide ETPs. In addition, Small Farm and Technical Assistance and Outreach Program, the Rural Business and Economic Development Program, and the Southern Regional Asset Building Coaliton are funded projects that supplemented work in two of the six ETPs.

With adjustments to recently identified USDA-NIFA societal priorities, the six ETPs are: (1) Alabama Youth Entrepreneurial Initiative and Workforce Development, (2) Small-Scale Farming and Global Food Security, (3) Enhancing Citizens' Capacity to Transform Communities, (4) Integrated Natural Resources, Sustainable Energy, and Climate Change, (5) Nutrition, Fitness, and Childhood Obesity, and (6) Healthy Lifestyles, Prevention, and Food Safety. The agents, specialists, as well as support staff for each ETP, implemented educational workshops, training in small groups and individual technical assistance follow-ups, and included target audiences in all major conferences such as the 13th Booker T. Washington Economic Summit, 64th Professional Agricultural Workers Conference, 117th Annual Farmers Conference, Goat Day, and summer camps which have become well tailored educational opportunities for limited resource families in the Alabama Black Belt counties. In addition, educational opportunities were taken to schools, community settings, summer camps, and other venues as recommended by key stakeholders through now the well established stakeholder input process primarily via the six -county advisory councils and a state Advisory council. The program reported activities resulted in 22,990 contacts for youth and adults.

#### Alabama Youth Entrepreneurial Initiatives and Workforce Development

Workshops, seminars, group meetings, and conferences were conducted throughout the Alabama Black Belt areas in Macon, Montgomery, Greene, Sumter, and Hale counties in this ETP. The Kaufman Mini-Society Curriculum was utilized in acquiring and developing entrepreneurial skills. Students learned techniques for setting and achieving personal goals. Also, they demonstrated how to work in teams, and showed measurable increase in their entrepreneurship, ethical, and organizational skills, as well as a decision-making spirit of cooperation. Teachers reported noticeable change in the students' motivation, creativity, and sense of worth. After organizing their cities and government, they actually set up their city, elected their officials, and operated their municipalities. All the participants who were exposed to actual self evaluations showed actual results in preparing monthly statements, calculating profits and losses, calculating returns on investments, and analyzing line items as percentage of revenue. All participants chose a business idea, completed a business plan, and presented it in class in a way that reflected and documented marked and increased confidence in the ability to apply what was learned. Participants were allowed to pursue the role of an entrepreneur at the 13th Annual Booker T. Washington Economic Development Summit.

Real Life is a program that teaches youth about being financially responsible, and it puts them in real world situations where they have to manage their money for a month. The program targeted 63 junior high school students (6th-8th grades) and gave them a job with a set financial income (salary, taxes, and dependents, and the like). With the information provided, they had to budget their monthly wages balancing between necessities such as housing, food, water, electricity, etc, and luxuries. By the conclusion of the program, students began to understand the financial burden their parents experience, in particular since most family households of the participants made less than the \$35,000 a year on most of their real life job(s)

provided.

The 13th Annual Booker T. Washington Economic Development Summit allowed 250 youth and adult participants to select from a cafeteria of entrepreneurial learning experiences and entrepreneurship education curriculums. Through an in-service training provided on the INSIGHT entrepreneurial curricula, extension agents, community youth workers, teachers and youth volunteers reported a "significant experiential learning". As a result of this training, youth workers have become more goal oriented, assumed leadership roles, and an estimated percentage of 10% have started businesses.

A week long Summer Leadership Institute for High School Students provided the 12 participants an opportunity to learn first-hand about the importance of commitment to and involvement in one's community. Program evaluation completed by the students indicated that they gained a better understanding of the meaning of "leadership" and the skills and traits needed for good leadership. Further, they had a better understanding of ethics, parliamentary procedures, conflict resolution, the Juvenile Court System, and the laws they should obey. Students also became more knowledgeable about how to communicate with others and gained a better understanding on how to work in teams.

### **Small-Scale Farming and Global Food Security**

Small-scale producers, their families, and their communities face a lack of resources and marketing opportunities. There continues to be a low level of profitability and other production challenges which are hard to overcome. Educational activities for this period included technical assistance, workshops, training and demonstrations for beef cattle management, meat goat production, vegetable production, and marketing. Forest resource management, renewable energy, and estate planning for underserved and non-industrial forest landowners were included. Additional outreach technical assistance work was carried out throughout the State of Alabama in farm ownership loan opportunities and operations. Seventy (70) beef cattle producers who participated in more than three workshops on Efficient Beef Cattle Production reported a significant increase in knowledge and skills in calf management, readiness to use alternative marketing strategies, and the USDA Calf Identification (EID) requirements for calves to be sold for food processing. Twenty-two producers out of 26 indicated a "significant increase in management and business skills and awareness" relative to operating a beef cattle feed-lot operation for additional income. Approximately 900 calves were vaccinated against the various diseases before marketing. An average income of \$1.20 more per pound through the use of pre-weaning calves and improved herd health was reported. Twelve beef producers were able to reduce feed bill on an average of \$525.00 to \$700.00 by using alternative feed sources and fertilizer.

In goat production, with quality breeding, producers increased kid crop percentages from 70%-89% to 95%-100%, which is about average for better managed goat herds. Quality breeding stock and improved nutrition programs have increased birth and weaning weights significantly on average by six pounds and eighteen pounds, respectively. After participating in the training on Sustainable Meat Goat Production, 64 farmers reported "increased knowledge" in different aspects of goat herd management practices. About 67% indicated they intended to implement proper practices such as FAMACHA, hoof-timming, and de-worming on their farms. It is expected that implementation of those practices on farms will ultimately increase income for farmers.

In plasticulture, after Extension agents and farmers participated in in-service trainings and on-farm demonstrations, 12 farmers indicated "gain in practical knowledge", and 12 actually adopted plasticulture technology. It was expected that yields and incomes would be increased, costs decreased, and more farmers will adopt plasticulture technology.

In forest and renewable resource management areas, post activity evaluations have revealed that more than 80% of the attendees increased their knowledge of timber inventory or cruising; more than 50% of attendees said that they would have their property inventoried and a management plan completed within six months after the training. Attendees showed an increase in knowledge on assistance and incentive programs, and 95% gained knowledge in estate planning.

From the Small Farm Project, the 394 participating farmers/ranchers attended 20 group meetings where 60 Socially Disadvantaged Farmers Applications (SDA) were identified, and 54 farm plans were developed. A total of 59 loans and grants were approved for \$3,063,00 and was made up of 8 Farm Ownership loans for \$1,277,000; 11 Production loans for \$206,00; 8 Equipment loans for \$270,000; 11 Facility and Housing loans for \$870,000; 4 Livestock loans for \$48,000; 5 Youth loans for \$25,000; and 12 Cost Share, Equip and Speciality Crop grants for \$367,000.

The Small Farm staff is also focusing on specific projects designed to strengthen the growth and sustainability of limited resource producers, beginning farmers, African American Co-ops, and Latino groups. Outreach to pasture poultry producers focused on marketing as a way for maintaining economic viability. The acquisition of a refrigeration unit at the local farmers market allowed a longer shelf life for the vegetable vendors. For work with the tilapia and catfish producers, some of the specific areas of assistance rendered are enhancement of advertisement and marketing, purchase of aeration equipment to increase fish production while maintaining the proper oxygen levels. These producers currently serve as demonstration sites for research and will allow other area farmers to learn about this type of operation as an alternative enterprise. A new addition to this demonstration was the addition of solar panels to run the aeration equipment producing savings for electricity. As a direct result of the assistance, the producers expanded their client base to areas outside Alabama, including Georgia, Florida, and Louisiana. Farm staff personnel continue to work with Latino migrant farm workers, and farm laborers, and have assisted them by referring them to the Department of Human Resources for food and other assistance for which they might be eligible, suggesting that they grow some, if not all, the vegetables they eat. Also they were referred to the Labor Relations

Board for information relative to migrant and other labor laws, to church and charitable groups with food and clothing and other outreach programs. Work with the "Cottage House" (which represents a large group of Hispanic individuals and businesses) has led to the acquisition of refrigeration units as well as bean/pea shelling equipment to improve their productivity as well as profitability. The Cottage House received a top honor and received the second place Nationwide USDA NRCS Lloyd Wright Award in December 2008. Work with three Latino-owned stores and the Wiregrass Farmers' Cooperative has resulted in obtaining new refrigeration equipment, pea/bean shelling equipment as well as a shed to help improve the profitability of their farm operation.

### **Enhancing Citizens' Capacity to Transform Communities**

Twelve parenting classes were conducted at three head start centers in Dallas County to enhance the leadership capability of individuals and community leaders by providing them with requisite skills in capacity building. One hundred and eighty parents were in attendance. As a result of the 12 Effective Black Parenting classes conducted, 180 parents acquired knowledge of the different styles of parenting and learned parenting techniques to modify children's negative behavior, and 60% verbally communicated applying behavior modification techniques with their families. One hundred percent, or 180, of the parents became more involved in their children's parental involvement programs, and learned the warning signs in children experimenting with drugs. All parents verbally admitted to applying communication skills more effectively.

Six financial management and six financial planning classes were conducted. As a result of the twelve classes, a total of 144 individuals acquired knowledge on banking basics, advantages of having and establishing checking and saving accounts. They learned how to develop a money management plan and budget, while acquiring knowledge of additional banking services. They acquired knowledge on borrowing basics, the difference between secured and unsecured loans, on prioritizing and goal setting, how to track daily spending, types of loan; how to write checks; and how to take control of their financial situation.

For participants in the Financial Education through VITA/EITC Program, taxpayers received a total refund of \$61,741, translating into an average refund amount of \$1,342. Of this amount, a total EITC amount of \$27,030 was received by 19 taxpayers with an average of \$1,423. Seven taxpayers also qualified for the child tax credit amounting to a total of \$7,815 and an average credit of \$1,116. An additional four taxpayers qualified for the education credit and two qualified for the elderly and disabled credit with average credits of \$409, and \$140, respectively. About 70% of taxpayers who used the VITA site received their refunds through direct deposit and also saved an average of \$100 each in tax preparation fees.

Fifteen Wheels and Think Tank Meetings were held, and 750 Community 501 (c) 3, and CBO members were in attendance. One mass meeting was held, and 500 community leaders of faith-based organizations, and private sector citizens attended. As a result, ten 501 (c) 3 and three CBO received grants in the amount of \$2,500 for a total of \$25,000; an educational consortium was formed with five colleges and one high school; a business consortium was formed with Legislators, businesses, ADECA, BBHC (Black Belt Homeless Coalition), City and County Governments. Racial gaps have been slightly bridged for community and economic development projects, and various committees have been established, along with an administrative staff.

As a result of developing the Selmont Community Resource Center, over 100 youth attended the Summer Enrichment Camp in their own communities; 15 individuals acquired knowledge in writing grants and the grant administration process; two facilitators were trained to teach the "Quenching the Fathers; Thirst Curriculum; one facilitator was trained to teach active parenting curriculums, and four certified teachers were trained to manage the tutorial program. A \$50,000 proposal was written and submitted to the Children's Trust Fund for Parent Education Support.

Leadership training programs consisted of (1) Leadership for Advancing Communities and (2) Leadership Macon County. Follow up assessments from participants have shown that participants are using the training that they have received to mobilize their communities. Effective leadership development was the key reason for participating in the training for most participants and 80% of participants felt that the training was well received, thus rated the information they received as "excellent". Also, 10% indicated that they were seeking positive change in the community and 70% indicated they wanted to learn how to be effective leaders. When participants were asked to name one thing they were doing differently as a result of the training programs, 20% said they were working more with people, and 60% communicated better. In addition, Extension educators from India have been studying this approach and have requested permission to use this model with their staff as a means of advancing their rural communities.

Fifty participants in the Rural Business and Economic Development Program received training in business plan development, loan application, financial management, and credit repair and management. At least 10 start-up entrepreneurs/small business owners have developed new business plans after receiving training in financial management and record keeping. Four value-added business and marketing plans were finalized and used to apply for financing through local banks and USDA value-added grants and programs.

As a result of continued work through the Tuskegee-Macon County Community Development Corporation (TuskMac CDC), the Old Montgomery Road/Franklin Road Corridor and the County have experienced an increase in the rate of business/entrepreneurial activity, as reported by the Tuskegee Area Chamber of Commerce. Four businesses made improvements to their exteriors and enhanced their "curb appeal". The business incubator office occupation jumped from two to ten. Three businesses were approved for micro-loans of about \$10,000 each through the revolving loan fund. The Park

Project raised almost \$90,000 and renovation of the site is near completion.

In the project on "A More Inclusive Asset-Building Policy Coalition in the South", partners from Alabama, Florida, Mississippi, and Louisiana, have developed a baseline assessment of organizations involved in asset building, public policies, and economic development services. They have initiated action towards building stronger coalitions in each state and at the regional level. An on-line clearinghouse featuring a directory of Southern asset-building service providers, programs has also been developed. Seven mini-grants were funded to strengthen HBCUs' capacity to engage in research and education related policy elements to close the wealth gap in southern communities.

### **Integrated Natural Resources, Sustainable Energy, and Climate Change**

Youth and the environment, renewable and bio-based energy, and carbon credit are the three areas in this thrust. Youth at the forestry and two other camps increased their awareness and knowledge "significantly" relative to the importance of the State's abundance of natural resources, conservation of non-renewable resources, and other key natural resource concepts in the protection of the environment.

Eighteen farmers attended the Southern Sustainable Agriculture Working Group Conference where they participated in discussion about a number of energy conservation tools and programs, and energy saving and energy generating opportunities. These farmers reported "very good" to "excellent" increase of knowledge about renewable energy for sustainable production on the farms. A demonstration project continued on the use of renewable energy in cage aquaculture. The producer incorporated solar energy into his operation and reported energy saving of up to 20%.

At the educational workshop that included focused presentation and discussion about the market for carbon credit to offset pollution, 75 landowners from Alabama and neighboring states attended. One hundred percent of the participants said they will use information presented in order to examine further their potential participation in the process of exchanging pollution for some actual credits. Two-thirds of participants reported a "good" to "excellent" understanding of carbon credits. Eighty nine percent of the participants said they planned to use the information received as presented at the workshop.

### **Nutrition, Fitness, and Childhood Obesity**

The Expanded Foods and Nutrition Education Program (EFNEP) was implemented for over four months for 400 adult African American participants between the ages of 21 to 29 in Dallas, Greene, Macon, Marengo, Perry and Sumter in rural black Belt Alabama. The goal of the program was to raise the awareness of the importance of healthy eating and increasing physical activity to prevent overweight and childhood obesity. Seventy-five percent of the participants were below the poverty level with not more than high school level education. Ninety-nine percent participated in one or more food assistance programs such as child nutrition and food stamp. Cent\$ible Nutrition curriculum of six series with 12 lessons ranging from new beginnings to menu planning to healthy food alternatives were offered. Each series had two lessons and each lesson was taught about 1-1/2 hours or one series was taught for two hours. Each lesson in the series included a food preparation demonstration which was taught once a week with healthy food recipes for participants to take home to try. Eighty-nine percent of instruction was given mostly in group settings with the rest to individuals in their homes. Of the 400 participants, sixty-five percent graduated by participating in all six series and twelve lessons offered.

Twenty-seven groups of 493 youth were recruited by five nutrition educators through school enrichment and 4-H short term programs from seven Black Belt counties of Alabama for the youth EFNEP. Youth participants were 237 males and 256 females, all African Americans. Thirty-five volunteers were recruited to serve mostly in educational and support service roles. Four former EFNEP participants also volunteered to support and encourage new recruits. "Kids in the Kitchen Curriculum" was used. Eight lessons that comprise kitchen sense, MyPyramid, grain, vegetable, fruit, meat and beans groups, and finally meal planning. Results of the pre and post tests showed that 92% of the youth understand what healthy lifestyle is; 95% are aware of what needs to be done to achieve healthy lifestyle, but 78% lack or do not practice or model behaviors needed for healthy lifestyle. They need the support and modeling of healthy behaviors from home and at school. For African Americans where Church is their gathering place, the good behaviors need to be practiced more often.

The Summer Health and Fitness Academy (SHAF) program trained 60 kids from Macon, Lee, Bullock, Lowndes, and Wilcox counties, ages 12 to 14 years, in prevention and control of obesity. After participating in the workshop, the children demonstrated an increase in knowledge and appreciation for healthy food choices as portrayed by their choices of food when they were taken to an "all you can eat buffet" restaurant. Most of the kids selected more vegetable meals and fruit for dessert in place of high caloric, sugar-based desserts. The kids also demonstrated improved social skills in terms of communicating with their colleagues, working in teams, and personal appearance.

### **Healthy Lifestyles, Prevention, and Food Safety**

Prevention and Control of Economic and Zoonotic Diseases of Livestock was designed to expose the participants to the various diseases that will kill their livestock, and to acquire knowledge relative to the zoonotic diseases. At least 18 of the diseases can be transmitted from animals to humans. As a result of the workshops, technical assistance, demonstrations,

and town hall meetings, participants became more aware of diseases that will kill them and their livestock. Also, some county agents dealing with livestock farmers had workshop trainings on pre-harvest HACCP. Also, they were taught about the main hazards that constitute "food safety issues" in the products that they sell and eat. Participant producers were now more aware and "knowledgeable" about chemicals from pesticides, antibiotics residues and bacterial pathogens such as E. coli, Salmonella, Listeria and intestinal parasites of animals that can cause serious problems in human through the foods they produce. They all reported "gained knowledge" on how to keep foods safe.

### Other Goals

A partnership framework with the College of Business and Information Science was strengthened through co-leadership of the Booker T. Washington Economic Development Summit, the USDA-RBS project, and discussion of further collaboration. The Economic Summit in particular provided experiential learning opportunities for students in BUSN 312 (Sales Force Management) and HOMET (Hospitality System Management). The partnership has extended to a curriculum on Corporate World Survival in Spring 2010.

Extension specialists and County Agents have led and participated in developing and offering curricula and activities in the areas of nutrition and health, entrepreneurship, and personal finance management for college students through the Orientation Class, participation in Volunteer Income Tax Assistance program, health fairs, etc. Surveys conducted after those sessions indicated "a great deal learned" and "intent to make better decisions right away."

### Total Actual Amount of professional FTEs/SYs for this State

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	20.0	0.0	0.0
Actual	0.0	23.8	0.0	0.0

## II. Merit Review Process

### 1. The Merit Review Process that was Employed for this year

- Expert Peer Review
- Other (Local Advisory Councils and State Advisory Council )

### 2. Brief Explanation

In 2008, the Merit Review Process Committee consisted of 14-members. In 2009, some restructuring of the State Advisory Council took place. The Merit Review Process Committee was merged with the State Advisory Council, and a hand book was adopted. along with other reports reflected in the minutes. The State Advisory Council holds its annual meeting in February each year for input from local county advisory councils and input from stakeholders.

## III. Stakeholder Input

### 1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Targeted invitation to selected individuals from general public
- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals
- Survey of the general public
- Survey specifically with non-traditional groups

- Survey specifically with non-traditional individuals
- Survey of selected individuals from the general public

**Brief explanation.**

Stakeholders from our service area were encouraged to participate in all Extension activities, because of the knowledge and skills they could gain. Also, knowledge gained and skills learned from participating in Extension educational activities could help them to transform their communities, improve their leadership abilities and skills, and to improve their quality of life. Lastly, stakeholders serve as advocates for the Extension program and contribute to accountability.

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

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

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

**Brief explanation.**

Several methods were utilized for identifying individuals and groups such as the use of local and state advisory councils, listening sessions, and other needs assessments. Methods vary according to ETPs. In Small-Scale Farming and Global Food Security, the methods were identified by interest levels, e.g., those interested in vegetable production participated in vegetable production; those interested in beef cattle production participated in the same; those interested in forestry participated in forestry. Some individuals and groups (professionals leaders, elected officials, producers, and landowners) were tasked to serve on extension leadership teams, because they were aware of extension program goals and objectives and could provide quality input. Some individuals were targeted at the place where they transact business--producers at the farmers market--and their inputs were sought. Some demographic data on population were utilized to make contacts with new stakeholders and their input was sought. Collaborations with local, state and federal agencies such as FSA, NRCS, RC&D Councils, and other farm organizations as well as community-based organizations were used to identify new stakeholders and their input was sought. Additionally, agents, specialists, and administrative team worked together to identify individuals and groups that would add quality input into Extension programming, as they sought to improve program quality and development.

**2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them**

**1. Methods for collecting Stakeholder Input**

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Survey of the general public
- Meeting specifically with non-traditional groups
- Survey specifically with non-traditional groups
- Meeting specifically with non-traditional individuals
- Survey specifically with non-traditional individuals
- Meeting with invited selected individuals from the general public
- Survey of selected individuals from the general public

**Brief explanation.**

Methods above were utilized by the TUCEP team to collect stakeholders' input. The meetings and surveys with traditional groups and individuals are necessary to maintain current program support and to make program modifications, if necessary. Meetings with the general public at conferences such as the Annual Farmers' Conference, the Annual Booker T. Washington Economic Development Summit, and the Annual Professional Agricultural Workers' Conference give participants the opportunity to inquire and receive information about TUCEP. These conferences present challenges and opportunities for program development. TUCEP continues to employ a full-time Community Resource Specialist to provide assistance and coordinate planning in conducting entrepreneurial initiatives that address needs of the Cherokee Tribe of Northeast Alabama, other Native Americans, and Hispanic groups in South Central Alabama. Input from the various stakeholders are reflected in the 2011 - 2015 Plan of Work Update, and will be reported in the 2010 Annual Report.

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

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

**Brief explanation.**

Inputs from stakeholders were used to strengthen or change existing research-based Extension program activities as reflected in the 2011-2015 Plan of Work Update. Sub-ETPs were added to each Extension Project Area. The goals of these changes are to improve the quality of life for the clients served and to improve the quality of programs Extension is offering to the public.

**Brief Explanation of what you learned from your Stakeholders**

TUCEP continues to be well received and considered a vital part of the communities in which it serves. The communities in which TUCEP serves support programs that meet needs and improve the quality of life. Stakeholders report sustainability and profitability (impacts) from their involvement in Extension. TUCEP learned of the need to support and fund programs that lead to higher yields in vegetable and fruit production, more efficient and effective budget and record keeping, reduction in the use of pesticides, implementing more of the best farm management practices, forest resource management practices, enhanced economic development practices, as well as the need to re-allocate some resources to impact producing programs in youth development as 4-H opportunities, child obesity prevention, food safety, and alternative energy use and technologies. Some stakeholders want more effective and efficient parenting educational activities in their communities and programs to reduce health disparities.

IV. Expenditure Summary

<b>1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)</b>			
<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
0	1982430	0	0

<b>2. Totaled Actual dollars from Planned Programs Inputs</b>				
	<b>Extension</b>		<b>Research</b>	
	<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
<b>Actual Formula</b>	0	1824253	0	0
<b>Actual Matching</b>	0	1982430	0	0
<b>Actual All Other</b>	0	250289	0	0
<b>Total Actual Expended</b>	0	4056972	0	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from</b>				
<b>Carryover</b>	0	283097	0	0



**V. Planned Program Table of Content**

<b>S. No.</b>	<b>PROGRAM NAME</b>
1	Alabama Youth Entrepreneurial Initiative and Workforce Development
2	Small-Scale Farming, Landowners, and Global Food Security
3	Enhancing Citizens Capacity to Transform Communities
4	Integrated Natural Resources, Sustainable Energy, and Climate Change
5	Nutrition, Fitness, and Childhood Obesity
6	Healthy Lifestyles, Prevention, and Food Safety

**V(A). Planned Program (Summary)****Program # 1****1. Name of the Planned Program**

Alabama Youth Entrepreneurial Initiative and Workforce Development

**V(B). Program Knowledge Area(s)**

## 1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
601	Economics of Agricultural Production and Farm Management		15%		
604	Marketing and Distribution Practices		10%		
801	Individual and Family Resource Management		25%		
806	Youth Development		50%		
	<b>Total</b>		100%		

**V(C). Planned Program (Inputs)**

## 1. Actual amount of professional FTE/SYs expended this Program

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	2.6	0.0	0.0
Actual	0.0	3.0	0.0	0.0

## 2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	230432	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	250412	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	7530	0	0

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

## 1. Brief description of the Activity

The implementation of entrepreneurial and workforce development trainings were conducted in schools, on college campuses, community settings, and youth camps. Among the educational activities were the 13th BTW Summit, a three day conference, which allowed 250 youth and adult participants to select from a cafeteria of entrepreneurial learning experiences and entrepreneurship education curriculums. HISTOURISM--partnering with the local chamber of commerce and the City of Tuskegee--this event allowed participants to explore entrepreneurial development in the tourism industry in rural communities. A n Insight Certified Entrepreneurship Trainer Capacity Building/"Train the Trainer," Three Day Workshop was held, and this in-service training provided extension agents, community youth workers, teachers and youth volunteers experiential learning using

the INSIGHT entrepreneurial curriculum. The workshop objectives were to: (1) Learn how to engage students in a hands-on, activity-based entrepreneurship study that will demonstrate and teach the steps of a business start-up; (2) Acquire a variety of proven techniques for teaching business financial terms and principles; (3) Learn how to direct students as they identify feasible business ideas, write business plans, create marketing materials, set up record-keeping systems, and locate customers; and (4) Identify specific teaching tools and classroom techniques for making an entrepreneurship education program exciting and successful; Youth Entrepreneurs' Summer Camps were held in Macon, Dallas (Selma), and Green Counties. Numerous students and small business owners have been assisted in developing business plans and in making loan applications in cooperation with the Rural Business Development Center. TU students have increased their participation in business plan competitions. TU and the University of Maryland chapters of the student business league were joined by Prince George County Community College as they continue to establish chapters at historical black colleges and universities. Work is on-going with the NSBL-TU as its members expand and promote entrepreneurship education on campus and beyond. The chapter has hosted financial literacy workshops, networking opportunities, guest lecturers and entrepreneurial awareness events. Participants who have been exposed to this training consistently report how the information has been helpful in their professional and personal lives. There appears to be a ground swelling of entrepreneurial programs as a result of the training opportunities received at TU. The College of Business and Information Science has implemented a class in entrepreneurship education. Lee High School in Montgomery has implemented a class in entrepreneurship education, and NSBL-TU members have served as lecturers. Also, entrepreneurial classes are being offered at Tuskegee Institute Middle School and Nostogua. In communities, entrepreneurship education programs are being conducted by OIC in Montgomery and the Public Housing Authority in Tuskegee, Alabama. Finally, TUCEP, through this ETP is now exploring the concept of an "Entrepreneurial Campus," complete with the idea of a Center for Entrepreneurship.

A Summer Leadership Institute for High School Students was also held.

A total of six youth are involved in the Lowndes County Youth Livestock Program. This group consists of two females and four males. These six students currently have the support of the Local Cattlemen Association (Lowndes), Alabama Farmers' Federation (Lowndes), Department of Agriculture and Industries, the local stockyard (Midstate Stockyard), and the local feed stores. Several youth livestock clinics were held which included checking weight, adjusting feed ration, and basic techniques to help them properly care for their animals. Students were also taught grooming methods and basic herd health management practices.

**2. Brief description of the target audience**

The targeted audiences are the rural and some urban youths, collegiate students, and young adults who live in the Black Belt area and are from limited resource families and communities.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	48	525	490	525
<b>Actual</b>	703	670	5794	2771

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

---

<b>2009</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Schools, community centers, faith-based organizations, summer camps, extension personnel and youth service agencies.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	30	0

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Youth and adults will explore entrepreneurship, economics, law, government and business ethics; and expand participant's jobs skills, as well as knowledge of math, public speaking, marketing, decision-making and business leadership.

**Outcome #1**

**1. Outcome Measures**

Youth and adults will explore entrepreneurship, economics, law, government and business ethics; and expand participant's jobs skills, as well as knowledge of math, public speaking, marketing, decision-making and business leadership.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	250	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
601	Economics of Agricultural Production and Farm Management
604	Marketing and Distribution Practices
801	Individual and Family Resource Management
806	Youth Development

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

**External factors which affected outcomes**

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

**Brief Explanation**

External factors which may affect the outcomes of this ETP are natural disasters such as earthquakes, economic depression, appropriation changes, public policy changes, government regulations, completing public policies, competing programmatic challenges, and population changes. Any one of the above conditions could be a factor in the implementation of this ETP.

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

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

- Before-After (before and after program)
- Comparisons between program participants (individuals, group, organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

### **Evaluation Results**

Educational activities, workshops, technical assistance have been provided to youth and young adults in the Alabama Black Belt area. As a result of this training, sixty-six youth participated in one entrepreneurship program focused on teamwork and collaboration, personal goals and objectives, leadership, effective communication, work and business readiness skills. Also, money management and financial literacy skills were introduced. A program assessment instrument was developed and administered to gather data relating to the impact of this program. More than 90% of the students increased their knowledge of writing business plans. More than 80% of the students increased their confidence level in improved teamwork and public speaking skills. more than 70%of the students increased their skill level in each area. Eighty-three percent of the students enhanced their social pyschological development. Two students completely changed their future outlook and have made a positive improvement in their educational studies and interpersonal relationships, according to their teachers and families.The development of entrepreneurship classes have been started in one college, two schools, and one organization. The total reported contacts in this area are 6497.

### **Key Items of Evaluation**

Based on field reports, there appears to be a ground swelling of entrepreneurial programs as a result of the training opportunities received at Tuskegee University. Significant to thiis ETP evaluation is the possible development of a "Center for Entrepreneursip." This Center would guarantee TU students the ability to gain a solid entrepreneurial educational base during matriculation and promote a national network of youths, adults, community organizations, business education, and government agencies committed to advancing entrepreneurship education and implementation. This center will promote the development of entrepreneuruial programs that empower youth to see and seize opportunities to respond to the social, political, and economic needs of their communities, their nation, and the world. The coalition will accomplish this through education, research, and the dissemination of information on the best practices of effective entrepreneurial programs.

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

**Program # 2**

**1. Name of the Planned Program**

Small-Scale Farming, Landowners, and Global Food Security

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships		10%		
111	Conservation and Efficient Use of Water		10%		
123	Management and Sustainability of Forest Resources		10%		
131	Alternative Uses of Land		15%		
141	Air Resource Protection and Management		5%		
201	Plant Genome, Genetics, and Genetic Mechanisms		10%		
211	Insects, Mites, and Other Arthropods Affecting Plants		10%		
301	Reproductive Performance of Animals		10%		
501	New and Improved Food Processing Technologies		10%		
601	Economics of Agricultural Production and Farm Management		10%		
<b>Total</b>			100%		

**V(C). Planned Program (Inputs)**

1. Actual amount of professional FTE/SYs expended this Program

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	7.8	0.0	0.0
Actual	0.0	9.5	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	729701	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	792972	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	15750	0	0



**V(D). Planned Program (Activity)****1. Brief description of the Activity**

In efforts to assist small-scale beef and meat goat producers with their production and marketing concerns, TUCEP, the GWC Experiment Station, and ACES collaborated on out-reach educational programs to assist these producers with their production problems. There were one thousand seven hundred and sixty (1,760) contacts made with small-scale beef and goat producers. The contacts methods were by farm and home visits, newsletters, workshops, group meetings, as well as office visits. These visits were made to provide quality and effective educational programs that aggressively addressed the many management problems producers were experiencing. The on farm assessment was used to evaluate the producer's management relative to strength and weakness in breeding stock, forage quality (year round grazing) herd health, availability of trace minerals, water quality, seasonal nutritional management and marketing strategies.

In Macon, Talladega, and Randolph Counties, three small-scale producers were assisted with their record-keeping process with sheep, goats, pastured poultry, enterprise budget information, and marketing information. A publication entitled "Meat Goat Enterprise Budgets for Small Farmers" was published in 2009. A second publication "Farm Record Book for Small and Limited Resource Farmers" was published in 2009. One article "Integrated Pest Management and Protection Practices by Limited Resource Farmers" was published in the Journal of Extension, Volume 47, Number 1. A paper was presented at the 66th Professional Agricultural Workers Conference in December 2009. The subject was, "Examining Food Safety Perceptions and Marketing Practices of Small and Limited Resource Farmers." An organic farming in-service training was held to improve the knowledge of Extension agents in organic farming. This was a comprehensive program. Topics included building and maintaining soil fertility in organic farming systems, tillage systems for organic farming, organic weed control: weed control without chemicals, economics of organic farming and related issues, organic farming standards and certification, organic certification cost-share assistance in Alabama, the 2009 National Organic Cost-Share Program, and pest control in organic farming systems.

In sustainable meat goat production, educational activities were the Tuskegee University Master Goat Producer's Training Certification Program, an annual goat day workshop, the annual Tuskegee University Goat Show organized by TU Prevet Club, and the one day training workshop on "Year-round Pasture Protection and Management" conducted by TUCEP County Agents.

Relative to underserved non-industrial forest landowners, workshops were held to address land loss due to a lack of estate planning, problems associated with heir property ownership, the need for wills or other forms of conveyance, and a lack of understanding the Alabama Testate Law, carbon credits, forest and renewable resource management, especially timber sales and service contracts.

Relative to plasticulture, on campus demonstration plots were set up in the summer of 2009 to demonstrate the use of plasticulture. These demonstration revealed that crop yields can be more than doubled using plasticulture technology. Twelve demonstration farms were established in various Black Belt counties, and Extension agents were trained in a workshop followed by hands-on practical experience.

In Lowndes and Wilcox Counties, youth were trained in livestock management.

**2. Brief description of the target audience**

The targeted audiences for this area are small-scale producers and their families.

**V(E). Planned Program (Outputs)****1. Standard output measures**

<b>2009</b>	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Plan</b>	2200	3200	35	90
<b>Actual</b>	3037	3941	197	109

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

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

<b>2009</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
<b>Actual</b>	3	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- The output target will consist of training in Integrated Pest Management, Plasticulture, Organic Farming, Forest Management, Animal Management and Marketing involving farmers, landowners, homeowners, senior citizens, youth farmer organizations, federal and state agencies and private industry.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	425	0

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Participants will gain awareness of new techniques in agriculture and natural resources management. The number of participants who change attitudes about existing production techniques will increase.

**Outcome #1****1. Outcome Measures**

Participants will gain awareness of new techniques in agriculture and natural resources management. The number of participants who change attitudes about existing production techniques will increase.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	121	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
123	Management and Sustainability of Forest Resources
131	Alternative Uses of Land
141	Air Resource Protection and Management
201	Plant Genome, Genetics, and Genetic Mechanisms
211	Insects, Mites, and Other Arthropods Affecting Plants
301	Reproductive Performance of Animals
501	New and Improved Food Processing Technologies
601	Economics of Agricultural Production and Farm Management

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

### **External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations
- Competing Public priorities

### **Brief Explanation**

Economic conditions will affect the outcomes of this program area.

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

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

- Case Study

## **Evaluation Results**

As a result of the educational activities presented in this area relative to beef cattle and goats, 90 percent of small-scale beef producers improved their breeding stock by selecting purebred or high quality replacement bulls and heifers. The number of producers that are now keeping better management records have increased from 40 percent two years ago, to about 70 percent today. With the infusion of quality bloodlines into these small herds' producers that are following Extension management recommendations and advice are experiencing a steady increase in calf crop percentages, birth and weaning weight. With the opportunity for alternative marketing for small-scale beef calves, approximately 67-80 percent of the producers have improved nutrition management through pasture renovation for better forage quality for grazing and hay production. Ten quality beef producers are increasing profits by selecting quality bull calves and heifers from their herds and pre-conditioning them with required vaccinations, deworming, ear tagging and supplemental feeding when feasible. Calves will be offered for sale to other producers at 8-10 months old for breeding stock at a slightly higher price than producers will get for the calves at the auction sale. There were slight increases noted relative to the number of producers that have adopted a total control breeding system. Approximately 35-40 percent of small-scale producers use a control breeding system which is about a 4-5 percent increase over the past year and a half. This number would have to increase to 80-90 percent over the next two years to ensure that there will be enough quality calves uniformed to be placed on the weaning lot for 45 days before sold. Two small-scale beef producers are interested in starting a calf weaning lot business in the Black Belt counties. Approximately fifty small-scale beef producers improved knowledge and increased in sound management practices by attending six consecutive educational programs. Three group meetings, two forage and grazing field days, herd health and calf management demonstrations.

In Macon, Talladega, and Randolph Counties, three small-scale producers increased their knowledge in proper record-keeping and in enterprise budgeting. One hundred and forty-three youth increased their knowledge and skills in soccer, leadership, and proper nutrition. Five agents increased their knowledge on the internet and its influence on farm businesses, and sixty goat producers and agents increased their knowledge and skills on goat production and management. Fifty-five meat goat producers gained awareness and improved management skills by attending the Master Goat Program for small-scale producers. One hundred and thirty-six producers were assisted by Tuskegee Extension and Research teams with the on-farm survey assessment to evaluate and improve production management of meat goats. As a result of on-farm visits to many farms to evaluate and suggest to producers with production management skills related to breeding and nutrition problems, mortality rates decreased by 70-80 percent on average for most producers for new-born kids. As a result of the farm profiling research study where blood, fecal, feed, and forage samples were taken to assess overall management for breeding herds, the research team was able to assist at least forty-five producers with specific parasite and nutrition problems in goat herds. Therefore,

the correct medications and quantity and quality of feed were recommended which will save producers thousands of dollars annually. With the assistance from Research and Extension, thirty producers have gained enough knowledge and improve management skills during the 2-3 years to increase herd size by 10-20 percent for increased production of market animals.

In sustainable goat production and management, producers completed surveys to assess the likeability of the events and to ascertain demographic information. Twenty-four participants took part in the program, representing 20 farms and three states (AL-20; GA-1 and FL-2). Based on survey results, participants found the presentations to be of quality and value and the presenters knowledgeable with adequate materials (3.6+/4.0); and they would recommend the program to others. An increase in post-test scores compared to pre-test scores, indicated that producers acquired knowledge that could result in improved herd management.

### **Key Items of Evaluation**

Extension and Research are engaged in several research projects relative to crossbreeding exotic breeds of goats (African Boar) with a Spanish breed to produce a meat goat that is more resistance to many internal parasites and wet soil types in the Blackbelt which create low production of breeding herds and increased mortality rates for newborn kid as well as hoof problem for many producers. Crossbred goats will be evaluated for feed conversion versus the purebred African boar goat to determine which animal will convert native forages and browse plants into better meat production. This research will help save Alabama meat goat producers thousands of dollars in healthcare and feed costs.

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

**Program # 3**

**1. Name of the Planned Program**

Enhancing Citizens Capacity to Transform Communities

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation		25%		
608	Community Resource Planning and Development		50%		
805	Community Institutions, Health, and Social Services		25%		
<b>Total</b>			100%		

**V(C). Planned Program (Inputs)**

1. Actual amount of professional FTE/SYs expended this Program

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	3.0	0.0	0.0
Actual	0.0	4.4	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	337967	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	367271	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	105310	0	0

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

1. Brief description of the Activity

The educational activities for this ETP were twelve parenting classes conducted at three head start centers in Dallas County to enhance the leadership capability of individuals and community leaders by providing them with requisite skills in capacity building. One hundred and eighty parents attended these classes. As a result of the 12 Effective Black Parenting classes conducted, 180 parents acquired knowledge of the different styles of parenting and learned parenting techniques to modify children's negative behavior. Of the 180, 60% verbally communicated applying behavior modification techniques with their families. One hundred percent, or 180, of the parents became more involved in their children's parental involvement programs, and learned warning signs in children experimenting with drugs. All parents verbally admitted to applying communication skills

more effectively.

**Financial Management.** Six financial management and six financial planning classes were conducted. As a result of the twelve classes, a total of 144 individuals acquired knowledge on banking basics, advantages of having and establishing checking and saving accounts. They learned how to develop a money management plan and budget, while acquiring knowledge of additional banking services. They acquired knowledge on borrowing basics, and the difference between secured and unsecured loans. They acquired knowledge on prioritizing and goal setting, and on how to track daily spending, the types of loans, how to write checks, and how to take control of their financial situation. Fifteen Wheels and Think Tank Meetings were held, and 750 Community 501 (c) 3 and CBO members were in attendance. One mass meeting was held and 500 community leaders, faith-based organizations and private citizens attended. As a result of the Wheels and Think Tank meeting, ten 501 (c) and three CBO received grants in the amount of \$2,500 for a total of \$25,000; an educational consortium was formed with five colleges and one high school; a business consortium was formed with Legislators, businesses, ADECA, BBHC (Black Belt Homeless Coalitions) City and County Governments. Selmont Community Resource Center was also created.

**Leadership.** Using a structured curriculum, a one-week non-residential summer leadership academy was held for 17 high school students in Macon and Bullock County School Systems. Students studied a wide range of activities such as: qualities of good leaders; skills in public speaking; Juvenile laws; how to deal with conflicts; communication skills; parliamentary procedures, and a mock court trial in which they played all the parts. Participants were also involved in a variety of experiential learning activities, and dialogued with community leaders on issues and concerns facing their communities.

**Community Resource Development -- Dollars for Scholars.** The Wil-Low Dollars for Scholars Community Foundation is a volunteer organization. The purpose is to expand the educational opportunities of Lowndes/Wilcox Counties by raising funds for scholarships, awarding financial assistance and awarding scholarships on a fair and equitable and nondiscriminatory basis to deserving students. Since 1994 (over fourteen years), a number of fundraising activities have been conducted. In 2009, an annual Walk-A-Thon and the Souvenir Awards Booklet/Awards Program were held, these being the two main fundraiser events. Scholarships were awarded to graduating seniors from the local high schools. Fourteen scholarships were awarded at the 14th Annual Scholarship Awards Program. A total of 260 scholarships have been awarded to Lowndes/Wilcox Counties students to further their education. A recent survey revealed that several of the scholarship recipients have completed college and successfully found employment.

**Ford Partnership for Advanced Studies (Ford PAS).** FordPAS is an academically rigorous, interdisciplinary, inquiry, and project-based curriculum and program that gives high school students (grades 10-12) content knowledge and skills necessary for future success. It links traditional learning subjects with the challenges students will face in post-secondary education, along with the expectations of the workplace. Through coordinated, real-world learning, Ford PAS provides experiences to help students make decisions about their future education and careers in such fields as business, technology, and engineering. From October 1, 2008 - September 30, 2009, two Ford PAS classes were offered at the BTW High School, and one Ford PAS class was offered at Bullock County High School. These classes were offered daily at the school sites and serve as the students' elective classes. Each school has a set of students and teacher guides specific to the Ford PAS curriculum. Additionally, a Ford PAS Summer Academy Part was offered in July, 2009. Rising high school seniors were introduced to and participated in activities relative to personal finance and global business and economics. Findings from a recent survey indicated that 94% of the students agreed/strongly agreed that Ford PAS taught them how to work in teams; 88% agreed/strongly agreed that they have learned how to think critically through an idea or problem; 81% agreed/strongly agreed that they like Ford PAS because of the hands-on, real world activities; 75% agreed/strongly agreed that their Ford PAS classes taught them problem-solving skills; 81% agreed that their skills and learning were valuable to their other high school classes. Relative to their future, 88% of the students has set their aim to enroll in a four-year college or university, majoring in chemical and electrical engineering, accounting, physical science, biology/zoology or nursing.

**Housing, Ownership, and Community Development.** The housing and Community Development program seeks to advance extension education related to housing and community development throughout the Black Belt counties of Alabama. This education includes programming and activities in (1) consumer and home finance, (2) housing development finance and rehabilitation, and (3) consumer and community engagement and policy, and (4) "quality of life" planning for housing and communities. The problem of adequate and affordable housing is a particular challenge in the rural and urban Black Belt counties in Alabama. The economic recession has only advanced the challenges in these areas. Activities related to Consumer and Home Finance seek to improve the understanding of consumer and citizens to the finance and mortgage process for obtaining homeownership. The activities related to Housing Development Finance and Rehabilitation seeks to improve community development and service agencies' ability to access the needed finance tools to ensure that older homes are repaired and that adequate and affordable housing is built. The Consumer and Community Engagement and Policy seeks to educate community members in how to participate in community and public processes for addressing challenges related to housing and community development. The "quality of life" planning and design for housing and community seeks to provide educational and applied activities in improving housing and communities through direct activities that work with cities, regional planning agencies, and other partners to ensure that housing and development in Black Belt communities and cities are addressed and advanced. Agents and specialists in the Extension Housing and Community Development program have conducted a variety of educational



activities including: crisis finance--navigating personal finance during troubling times; in-service training in home, assets, land, and finance; credit counseling, homeownership introduction and foreclosure training; housing case study related to HERO organizations; in-service training and technical assistance for Tuskegee Macon County CDC related to low income housing tax credits program; coordinated six Extension personnel to participate in ALADC workshop on housing development. While the recent recession has created significant challenges related to housing and community development impacting consumer finances for paying for mortgages, financing available for acquiring housing, and financing available for building housing, key areas where progress has been made related to Extension education for housing and community development include two agents 25% completed training related to delivering housing, and six Extension personnel were trained through experiential and applied exercises in delivering homeownership related information. Two agents were trained in community housing development organization certification (CHDO). Also, students participated in community engagement training sessions, and ten community members were educated and two agents in the role of design and planning in shaping the availability of housing and development of low and moderate income communities. Finally, 17 participants enrolled in a home management class for eight weeks, and they were taught family budgeting, debt management, financial planning, and debt ratio issues. Six of the participants were successful in obtaining new construction repair loans through Rural Development. Four of the 17 participants were able to obtain grants ranging for \$7,500 - \$10,000 from the local Rural Development Office to remove any health hazards from their existing homes. Three of the participants were able to acquire their credit reports, and are presently addressing credit issues.

**2. Brief description of the target audience**

The target audiences will be start-up entrepreneurs, elected officials, emerging leaders, existing business owners, community organization leadership teams, and faith-based organizations.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	135	360	25	40
<b>Actual</b>	150	1600	500	200

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Participants will be trained in leadership skills development, business planning and management, and how to access loans and other resources.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	80	0

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Thirty will acquire business and leadership development skills. Twenty business plans will be developed and 15 will have business loans approved.

**Outcome #1**

**1. Outcome Measures**

Thirty will acquire business and leadership development skills. Twenty business plans will be developed and 15 will have business loans approved.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	90	50

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Leadership is an important part of youth development, and it is needed to facilitate the wholesome development of young people so they can think critical, solve problems without conflict, and adapt to a constantly changing environment. Therefore, project-based educational enrichment activities must be developed by trained and experienced educators to lead young people in the right direction. This required the development of curricular offerings geared toward enhancing lifetime learning and success so that young people can negotiate life without succumbing to deviant behaviors.

**What has been done**

Using a structured curriculum, a one-week non-residential summer leadership academy was held for 17 high school students in Macon and Bullock County School Systems. (Leadership academies were held in other counties as well). Students studied a wide range of activities such as: qualities of good leaders, skills in public speaking, juvenile laws, how to deal with conflicts, communication skills, parliamentary procedures, and a mock court trial in which they played all the parts. Participants were also involved in a variety of experiential learning activities, and dialogued with community leaders on issues and concerns facing their community.

**Results**

Quantitative: Participants' assessment of the academy show that: Over 90% indicated that they gained knowledge and skills in the following areas: (1)more knowledgeable of how to communicate effectively, (2)more knowledgeable of the skills and traits needed for good leadership, (3) more knowledgeable of the juvenile court system and the laws they should obey, (4) how to deal with conflict, (5) how to be a better public speaker, and (6)how to work in a team. Qualitative: When participants were asked to identify the aspect of the leadership academy that they found most beneficial, they indicated: (1) learning how to speak, (2)more confident in speaking (3) taught me how to be a better person, (4) how to know when to walk away from a conflict, (5) more knowledgeable about the law and the juvenile court system; (6) understanding the importance of leadership, (7) getting to know how to become a better leader, (8) the experience I shared with my peers, (9) the session on non-verbal communication, and (10)how to avoid conflict.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

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

**Brief Explanation**

Any major changes in the above factors would affect the outcomes and the results of this planned program.

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

## 1. Evaluation Studies Planned

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

**Evaluation Results**

In leadership skills development, more than 90% of participants increased their knowledge in each lesson taught. More than 83% increased their skill levels and marketability. More than 90% of participants utilized learned skills and demonstrated their modified behaviors in class, on job search, and in their communities. More than 80% of participants learned leadership skills are used with family and friends. More than 90% reported skills learned in Extension Education classes were also taught in other job skill programs. More than 75% of participants exemplified confidence and an improvement in self-esteem. More than 85% of the participants were aware of their circumstances and are now working to change their circumstances in a positive way. More than 50% of the participants passed the GED. More than 65% of the participants are working on their personal strategic plan. Students realize that life may alter some timelines, but they are committed to not giving up. More than 60% of the participants noticed that skills learned to change their lives also help to transform the community and other individuals.

The Fatherhood Initiative. More than 80% of the fathers increased their knowledge in each fatherhood lesson area. More than 65% of fathers learned the important roles a man has in a child's life. More than 80% of the fathers learned methods to defuse stressful situations. More than 32% of fathers admitted to relationship problems, an inability to commit. More than 80% of single fathers know their visitation rights and understand the legalities when denied visitation. More than 70% of fathers have learned to trust by working on relationships with their child or children's mother or mothers. More than 60% of the single fathers exhibited an increase in self-confidence. More than 65% are engaged in some form of gainful employment.

In leadership economic development, more than 80% of the individuals increased their knowledge in leadership development skills. More than 85% of the participants understood Maga Community concepts. More than 80% increased their knowledge in organizational structuring. More than 80% had begun restructuring their board of directors and their committees. More than 72% of the participants benefited from the trainings and demonstrated their skills gained through their

participation in board meetings. They became stronger leaders, for they demonstrated their skills by presiding over group meetings. Fifteen percent of non-profits received grants in the amount of \$2,500 to \$5,000 from local State Representatives. Local schools received \$25,000 grants for books and supplies. More than 55% have improved their grant writing skills.

### **Key Items of Evaluation**

More than 75% of the Mega Community model has been completed. The focus group successfully held three meetings. More than 97% of the Think Tank members and their associates attended the meeting. Congressman A. Davis was the guest speaker. He joined the business consortium. More than 2,285 people attended these meetings. More than 70% of non-profits have begun developing their strategic plan for their organizations. More than 60% of the organizations have established after school programs in local communities. Statistical data indicate that students attending these programs are improving in all subject areas by 62% in school, and some percentages are higher. The ultimate goal of Think Tank and Focus Group is to develop a CDC model comprised of smaller non-profits strong enough to suppress division, promote unity, and be the catalyst that will bring industrial growth to Selma. Educational classes on building a Mega Community are still in process.

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

**Program # 4**

**1. Name of the Planned Program**

Integrated Natural Resources, Sustainable Energy, and Climate Change

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
104	Protect Soil from Harmful Effects of Natural Elements		25%		
112	Watershed Protection and Management		30%		
125	Agroforestry		25%		
131	Alternative Uses of Land		10%		
141	Air Resource Protection and Management		10%		
	<b>Total</b>		100%		

**V(C). Planned Program (Inputs)**

1. Actual amount of professional FTE/SYs expended this Program

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	1.7	0.0	0.0
Actual	0.0	1.4	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	103694	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	112686	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	6650	0	0

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

1. Brief description of the Activity

Landowners need to increase their knowledge and awareness on information related to land issues and opportunities that will increase their knowledge and skills in making decisions to improve knowledge in land use planning and land management. Therefore, four major county programs were provided to youth and adults in the Lowndes and Wilcox County areas to enhance landowners' awareness and general public awareness of natural resources issues that are important to local county residents. Workshops and conferences were held in the following areas of concern: wills and estates planning, fera hog program, small farmers' area conference, and youth educational forestry programs. Also, workshops on estate planning and wills were held in

Bullock and Barbour Counties.

Extension agents, in conjunction with the ACES, NRCS, and Alabama Forestry Commission, were able to assist landowners and hunting groups with information relative to improving and enhancing wildlife habitat through educational on-on-one visits to assist with information on the following: wildlife management, food plot information and prescribed burns, soil testing, soil preparation and seed selection for food plots.

In alternative energy education, Extension's programmatic thrusts have been biodiesel workshops, on-farm energy audits, an energy conservation presentation at the Farmers' Conference, a give-a-way of compact fluorescent bulbs at the Marketing Conference, and participation in the planning of an energy training program for agricultural/Extension professionals. The objectives were to bring participants together to discuss the benefits of generating and using bioenergy and other alternative energy sources, and to reduce oil dependency through alternative energy sources. Other topics in this area are energy conservation, weatherization, energy audits, the usage of solar, wind, etc. for power, and production of biofuels such as biodiesel and ethanol.

Several Extension professionals attended the 2009 Alabama Association of Resource and Development Councils. Resource, Conservation and Development Councils play an important role in rural development and natural resource conservation.

**2. Brief description of the target audience**

The targeted audience for this ETP project will be limited or Small-scale farmers, their families, and others in the Alabama Black Belt area.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	875	175	900	150
<b>Actual</b>	2161	2040	700	207

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	0	0	0

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

**Output Target**



**Output #1**

**Output Measure**

- Underserved Black Belt area grade school students will be exposed to specific age appropriate educational activities designed to reinforce current classroom instructional curriculums. While targeting the youth, parents, volunteers and community leaders will also be provided necessary instructions in responsible environmental stewardship practices and principles.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	100	0

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Youth participants will acquire knowledge, skills and awareness regarding well head protection, point/non-point source pollution, environmental stewardship, management of natural resources and water conservation. Adult participants will incorporate skills/knowledge and change behavior related to: pollution prevention, management of water resources, litter disposal and waste management, conservation and recycling of natural resources and safe and effective use of fertilizers and pesticides.

**Outcome #1**

**1. Outcome Measures**

Youth participants will acquire knowledge, skills and awareness regarding well head protection, point/non-point source pollution, environmental stewardship, management of natural resources and water conservation. Adult participants will incorporate skills/knowledge and change behavior related to: pollution prevention, management of water resources, litter disposal and waste management, conservation and recycling of natural resources and safe and effective use of fertilizers and pesticides.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	155	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
104	Protect Soil from Harmful Effects of Natural Elements
112	Watershed Protection and Management
125	Agroforestry
131	Alternative Uses of Land
141	Air Resource Protection and Management

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

### **External factors which affected outcomes**

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

### **Brief Explanation**

N/A

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

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

- During (during program)
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.
- Comparison between locales where the program operates and sites without program intervention

## **Evaluation Results**

Thirty-two percent of the local landowners in attendance indicated that they will start the process of developing a Will or make adjustments to improve their current Will. Local landowners and hunters in attendance at the Feral Hog/Seminar indicated that the information they received was beneficial and needed. Twenty-eight percent of landowners in the area when wild hogs are a problem requested more information on Control Methods for Feral Hogs. Twenty-eight percent of local farmers that attended the Small Farmers' Area Work Conference indicated that information received was needed, and they are applying for assistance to enhance and improve their current operation (cross-fencing, livestock water needs, and some fire lanes). Local 4th grade students from Lowndes County Public and Private Schools participated in a one-day educational form. Major emphasis was placed on wildlife, forestry safety and water safety. Students were informed about topics that are important to rural Alabamians. Teachers and group leaders indicated that 86% of the students increased their knowledge on the topics discussed. More than 73% of the students increased their knowledge of forestry information through participation in the outdoor class learning activities. Also, teachers indicated that this was an excellent field trip for students to participate in and to increase their overall knowledge of forestry and the importance of natural resources.

Landowners and hunting groups received timely information and recommendations through on-on-one visits and group visits in the following: soil testing, location of wildlife and plots, soil preparation and seed selection for food plots. There was a noticeable improvement in wildlife habitation as a result of implementing these suggestions. Thirty-four percent of the clients that requested information and was assisted in one-on-one visits indicated an increase in monetary value of overall hunting leases.

Local students are involved with students from across the state. These students compete in livestock competition, showmanship, and weight classes. Six students will be showing a total of 10 calves, 1 steers, and 5 heifers. Currently, plans for students to compete in the Autauga Agribition, Elmore/Lowndes/Coosa combined County Show, District Show, and State Show. They will compete in weight and showmanship classes. In 2008-2009, five students showed a total of nine calves, three heifers, and six steers. They completed the season with a number of achievement trophies and ribbons. One hundred percent of the students are learning the importance of responsibility, animal management practices, proper feeding of livestock. All steers will be sold at \$1.30+ live weight on hoof, and heifers will be placed in youth herds as replacement animals to grow youth beef cattle herds.

### **Key Items of Evaluation**

While traditional Extension Team Project Programs in Fruits and Vegetables (Plasticulture, Organic Farming, and Cooperative Marketing) Animal Production (Beef Cattle and Small Ruminants) Underserved Non-Industrial Forest Land Ownership (Forest and Renewable Resources management, Estate Planning, Marketing Alternatives, Contracts, Incentives and Assistance Program) will be maintained, a greater emphasis will be place on sustainable energy.

**V(A). Planned Program (Summary)****Program # 5****1. Name of the Planned Program**

Nutrition, Fitness, and Childhood Obesity

**V(B). Program Knowledge Area(s)**

## 1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior		50%		
724	Healthy Lifestyle		50%		
	<b>Total</b>		100%		

**V(C). Planned Program (Inputs)**

## 1. Actual amount of professional FTE/SYs expended this Program

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	3.8	0.0	0.0
Actual	0.0	4.0	0.0	0.0

## 2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	307243	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	333883	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	4250	0	0

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

## 1. Brief description of the Activity

An Expanded Foods and Nutrition Education Program was implemented for over four months to four hundred adult African American participants between the ages of 21 to 29 in Dallas, Greene, Hale, Macon, Marengo, Perry and sumter rural Black Belt Counties of Alabama. Seventy-five percent of the participants were below the poverty level with not more than a high school level of education. Nine-nine percent of the participants participated in one or more food assistance programc such as child nutrition and food stamp. CenSible Nutrition curriculum of six series were offered with 12 lessons ranging from new beginnings to menu planning to healthy food alaternatives were offered. Each series has two lessons and each lesson was taught for about 1-1/2 hours or one series was for two hours. Each lesson in the series included a food preparation demonstration which was taught one a week with healthy recipes for participants to take home to try. Eighty-nine percent of instruction was given mostly in group settings with the rest to individuals in their homes. Of the 400 particiapnts, sixty-five percent graduated by participating in all of the six series and twelve lessons offered.

Twenty-seven of 493 youth were recruited by five Nutrition Educators through school enrichment and 4-H short term programs from seven Black Belt counties of Alabama for the youth EFNEP. Youth participants were 237 males and 256 females, all African American. Thirty-five volunteers were recruited to serve mostly in educational and support service roles. Four former EFNEP participants also volunteered to support and encourage new recruits. "Kids in the Kitchen" curriculum was used. Eight lessons that comprised kitchen sense, MyPyramid, grain, vegetable, fruit, meat, and bean groups and finally meal planning were taught.

**2. Brief description of the target audience**

The targeted audiences were 400 African American adults living in the Black Belt Area of Alabama and 493 African American youth living in the Black Belt counties of Alabama.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	325	125	325	325
<b>Actual</b>	450	190	320	174

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

**Patent Applications Submitted**

Year: 2009  
 Plan: 0  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- This ETP will follow Outcome Evaluation Methods by Green and Kreuter, 1991. This type of evaluation will provide data concerning short-term effects of the program, including increased awareness and knowledge, expressed intentions to make recommended changes, and responses to public service announcements. The measures can be self reported (interviews with the intended audience) evident changes in the number of people being screened for a cardiovascular (CVD) risk factor at a local health fair or a comparative study (comparing CVD knowledge of participating audience and of similar group that did not receive the intervention).

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2009	50	0



**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	The outcome is to decrease the risk of degenerative diseases, improve the quality of life, maintain reasonable weight by monitoring caloric consumption, control disease through diet, exercise, medication, and stress management.

**Outcome #1**

**1. Outcome Measures**

The outcome is to decrease the risk of degenerative diseases, improve the quality of life, maintain reasonable weight by monitoring caloric consumption, control disease through diet, exercise, medication, and stress management.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	75	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle

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

**External factors which affected outcomes**

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

**Brief Explanation**

Economic status of the state and country will affect the outcome of this project--cut in funds.

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

## 1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Case Study
- Comparisons between program participants (individuals, group, organizations) and non-participants
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

## Evaluation Results

The goal of the program is to raise the awareness of the importance of healthy eating and increase physical activity to prevent adult overweight and childhood obesity. Overall, graduate participants gained knowledge in all the areas on the importance of developing healthy eating habits, increasing physical activity, food safety and stretching the food dollars. For dietary improvement, 96 percent graduated with positive change in one or more of the five groups. Ninety-eight percent of families increased their number of meals per day to three and two snacks after graduation. Half of the participants are moderately active by doing physical activity of their choice for 30 to 60 minutes. Nutrient adequacy ratio, which is nutrient intake over the recommended dietary allowance of protein, iron, calcium, vitamins A, C, and B6 is average.

For youth, results of the pre and post tests showed that 92 percent of youth understand what a healthy lifestyle is, and 95 percent are aware of what needs to be done to achieve a healthy lifestyle, but 78 percent lack or do not practice or model the behaviors needed for a healthy lifestyle. They need the support and modeling of healthy behaviors from home and at school. For African Americans where church is their gathering place, the good behaviors need to be practiced more often. For example, foods served at church gatherings should be healthy.

## Key Items of Evaluation

Parents and other caregivers play a fundamental role in teaching children about healthy behaviors, in modeling those behaviors, and in making decisions for children when needed. But those positive efforts can be undermined by local environments that are poorly suited to supporting healthy behaviors, and may even promote unhealthy behaviors. For example, many communities lack ready sources of healthy food choices, such as supermarkets and grocery stores. Or they may not provide safe places for children to walk or play. In such communities, even the most motivated child, or adolescent may find it difficult to act in healthy ways.

**V(A). Planned Program (Summary)****Program # 6****1. Name of the Planned Program**

Healthy Lifestyles, Prevention, and Food Safety

**V(B). Program Knowledge Area(s)**

## 1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior		20%		
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources		20%		
722	Zoonotic Diseases and Parasites Affecting Humans		20%		
723	Hazards to Human Health and Safety		20%		
724	Healthy Lifestyle		20%		
	<b>Total</b>		100%		

**V(C). Planned Program (Inputs)**

## 1. Actual amount of professional FTE/SYs expended this Program

Year: 2009	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	1.1	0.0	0.0
Actual	0.0	1.5	0.0	0.0

## 2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	115216	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	125206	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	110799	0	0

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

## 1. Brief description of the Activity

Obesity/diabetes, especially in American children, remain a national crisis. Over 20 workshops, demonstrations, and individual and group sessions were held for over 300 children, 5th to 7th graders, and 12 to 14 years old. Children were taught to eat more fruits, grains, vegetables and less meat. They were encouraged to walk to school, exercise physically and avoid TV advertisements that target kids for junk foods. The SHAFSA curriculum used was provided by the US National Institute of Child

Health and Human Development.

**2. Brief description of the target audience**

The targeted audiences were youth and adolescents residing in the Black Belt of Alabama--Macon, Bullock, Lee, Lowndes, Barbour, and Wilcox.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2009	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	225	75	225	75
<b>Actual</b>	300	285	184	90

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

**Patent Applications Submitted**

Year: 2009

Plan: 0

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2009	Extension	Research	Total
<b>Plan</b>	0	0	
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Measures will include: Participants will incorporate skills and change behaviors; the number of people who follow exercise guidelines on most days 60-minutes, 5 days a week; the percent of participants using food guide pyramids and dietary guidelines and the percent of participants reporting improved quality of life will increase.

Year	Target	Actual
2009	150	0

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Participants will incorporate skills and change behavior; the number of people following guidelines on most 60-minutes, 5 days a week will increase; the percent of participants using food guide pyramids and dietary guidelines will increase and the percent of participants reporting improved quality of life will increase.

**Outcome #1****1. Outcome Measures**

Participants will incorporate skills and change behavior; the number of people following guidelines on most 60-minutes, 5 days a week will increase; the percent of participants using food guide pyramids and dietary guidelines will increase and the percent of participants reporting improved quality of life will increase.

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2009	125	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
703	Nutrition Education and Behavior
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources
722	Zoonotic Diseases and Parasites Affecting Humans
723	Hazards to Human Health and Safety
724	Healthy Lifestyle

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

### **External factors which affected outcomes**

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

### **Brief Explanation**

External funding may affect the outcomes of these summer projects.

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

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

- Before-After (before and after program)
- During (during program)
- Case Study
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

## **Evaluation Results**

The participants appreciated the benefits of eating more of healthy vegetarian foods and less meats. This was evidenced by their "informed" choices of foods when they were taken out to "an all you can eat" restaurant with varieties of foods to select from. The participants got involved in group projects. Each group came up with presentations that showed "healthy menus." Participants promised to influence their Mother to prepare healthy foods for family breakfast, lunch, and dinner. The participants vowed to teach their parents how to prepare healthy foods that they learned and ate from the five-day SHAFSA workshop. Almost all the participants, before the fifth day of the workshop, especially after listening to talks on "choosing a life-long career" from invited specialists, changed their initial choices of basketball, football, and wrestling. They now wanted to be doctors, lawyers, and scientists. Some of the participants followed up with questions on what subject matters they must study to become one of their newly chosen future professions. More than 90 percent of the participants went back home with an avowed "can-do" attitude. It was also learned that many participants from the Black Belt lack parental encouragement on academic pursuits, because the parents themselves are apparently misinformed.

Of the 331 participants who participated in health education activities, more than 73 percent increased their knowledge of risk factors associated with obesity. Relative to menu planning 222, or 67 percent, increased their knowledge in menu planning. In nutrition and physical activity, 265, or 80 percent, increased their knowledge in healthy foods and in physical fitness. Two hundred and seventy-one, or 82 percent of the participants increased their awareness and knowledge in cardiovascular diseases. Additionally, more than 80 percent of the participants were motivated to make healthier lifestyle changes.

From observations, several of the participants are attempting to lead healthier lifestyles by planning their meals, clipping coupons, and eating in moderation. Participants are trying to pass on to their children and relatives how to make healthy food choices in order to decrease the risk of childhood obesity and diabetes, as well as other life threatening diseases.

## **Key Items of Evaluation**

In Alabama, as well as in the nation, cardiovascular disease is the leading cause of death. Cardiovascular disease, which includes heart disease and stroke, kills more Alabamians than all forms of cancer combined. Major health risk factor such as obesity, lack of physical exercise, high blood pressure, and high



cholesterol levels contribute markedly to the development of heart disease. The Alabama Department of Public Health (2008) reported that more than 30 percent of Alabamians die from preventable diseases (i.e., cardiovascular disease and hypertension) stemming from poor nutrition, diet and exercise.