

# 2010 Tuskegee University Extension Annual Report of Accomplishments and Results

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## I. Report Overview

### 1. Executive Summary

#### 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, in addition to Marshall County where the Cherokee Tribe of North East Alabama is primarily headquartered. Specialists also work throughout the state of Alabama where requested and when needed in joint educational programming. 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 Projects (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 always 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 Coalition are funded projects that supplemented work in two of the six ETPs.

Following the recent adjustments to 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 14th Booker T. Washington Economic Summit, 65th Professional Agricultural Workers Conference, 118th Annual Farmers Conference, Youth Entrepreneurial Summit, 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 the well established stakeholder input process primarily via the six -county advisory councils and a state Advisory council. The program reported activities resulted in more than 58,000 contacts for youth and adults to yield the highlights described below.

#### Alabama Youth Entrepreneurial Initiatives and Workforce Development

TUCEP recognizes that entrepreneurship education is important in preparing both youth and adults

for participation in Alabama's workforce and for self-employment. Thus, a youth entrepreneurship initiative was launched primarily to provide youths and adults exposure to a variety of entrepreneurial curricula, programs and models for teaching and/or conducting entrepreneurial education projects. During FY 2010, Youth Entrepreneurial Summer Camps were held in Macon, Montgomery, Greene, Sumter, and Hale counties where they learned about the qualities of an entrepreneur, how to make critical entrepreneurial decisions, practice business skills, and assess their entrepreneurial characteristics. The College of Business and Information Science has implemented a mini-course in entrepreneurship education and similar, classes are being offered at Tuskegee Institute Middle School, Lee High School - Montgomery and at Notasulga High School. Another group of 28 students attended a four-day entrepreneurship camp at the University of West Alabama in Livingston, where they learned about developing business plans, marketing, money management, and business management. At the end of the program, students were able to develop business and marketing plans for their selected business projects. Six student delegates from Macon, Montgomery, and Sumter counties attended a National 4-H conference held in Chevy Chase, Maryland. The delegates networked and explored new avenues to impact their communities through a wide range of activities including workshops, roundtable discussions, and focus groups. Approximately 201 students in grades 6 through 8 also obtained in-depth knowledge of career choices at a career fair held in Eutaw. Within the program, direction was given depending on the students particular interests as to the best way to achieve their goals. By the end of the career fair many students showed a greater understanding of what it would take to achieve their goals and which institutions would better provide them those fields of study. All the participants in the various programs demonstrated an increased understanding of the basics of entrepreneurship and business management, leadership development, money management, and making career choices.

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

Alabama farmers are now realizing the benefits of the "pastured poultry" method of raising chickens following continued training in the establishment and operation of pastured poultry methods by the Tuskegee University Cooperative Extension Program. One farmer previously lost up to fifty percent of his young chickens before he was shown how to give special care to chickens during the most vulnerable period of their lives. Now his losses have been totally eliminated. Approximately three-quarters of more than 900 producers have also improved nutrition management through pasture renovation which has improved forage quality for grazing and hay production. As a result of Tuskegee University's meat goat demonstrations, many producers have begun to incorporate meat goats into their beef production systems. With the growing market for meat goats, these farmers are making considerable additional income with minimized production costs as goats eat plant species such as brush that otherwise are considered as weeds. Tuskegee University specialists also conducted training for county agents and goat producers in applying an integrated approach to manage gastrointestinal parasites which participants reported, will help reduce or prevent losses to goat parasites. The one-day workshops and on-farm demonstrations focused on techniques for controlling internal parasites in goats such as FAMACHA (a quick parasite detecting tool), major internal parasites and their life-cycles, nutrition, animal selection and breeding, and pasture management. Also, hands-on training was conducted on fecal sample collection and examination, hoof trimming, condition scoring, and de-worming.

In the area of fruits and vegetables production, fourteen (14) commercial vegetable producers have received assistance to construct hoop houses to extend and intensify crop production and five (5) producers have gone green by using solar panels as energy sources for lighting and for running irrigation systems. Additionally, twenty (20) fruit and vegetable producers increased skills and knowledge in regards to plant propagation (Bud-Grafting) in efforts to produce peaches and other non indigenous crops on Black Belt soils, generally not considered to be productive for most commercial fruits. There has been a significant increase in the number of experienced and young producers that are adopting the principles of sustainable and organic crop production and more producers are beginning to adopt and use more integrated pest management in their production systems in efforts to reduce the use of pesticides and to produce healthier produce for the market.

Tuskegee University also recognizes that producers must learn to better manage risks and other uncertainties of production and marketing. Marketing specialists therefore provided risk management training and informational opportunities including conferences, workshops, one-on-one technical assistance, marketing handouts, bulletins, and newsletters to help minimize the most prevalent risk factors. In addition, opportunities were provided for networking and farmer-to-farmer training as well as participation in the 5th National Small Farmers conference in Springfield, IL. Farmers increased their knowledge of the income earning potential of their farm enterprises, improved their financial skills, and completed marketing and business plans. They also identified potential marketing opportunities, strengthened their entrepreneurial skills, penetrated new markets, and increased their understanding of production, financial, and marketing risks.

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

Tuskegee University helped an entrepreneur develop business plans for establishing reentry residential centers in Selma. These centers will house and serve 50 to 100 non-violent and non-child molester offenders to help in their transition back into society. Plans include potential contracts with Local, State, and Federal Correctional Departments, and will provide professional jobs for the local area. Also, as part of its efforts to address the issue of persistent high poverty and unemployment in West Alabama Counties TUCEP conducted a 6-week entrepreneurship training program for 38 unemployed individuals and seven 16 -18 year-old youth drop-outs. The participants were able to gain learned skills related to characteristics of the successful entrepreneur, income statements, return on investments, business ideas, financing strategies, goal setting, cost of starting and operating a business, marketing, advertising and publicity, cost and benefit analysis, basic business plans, effective record keeping, negotiating and other topics. At the end of the training, all 45 participants were able to complete their business plans and five (5) were able to restructure their existing business and obtain small business loans, each in the amount \$10,000, for a total of \$50,000. The Tuskegee/Macon County Community Development Corporation also assisted six local small businesses with Entrepreneurship Trainings, Business Planning, Credit Counseling, Revolving Loan Fund Support, and one-on-one Business Technical Assistance. All six businesses that the CDC assisted continue to operate, show improvement in their financial position, and are repaying the Revolving Loan Fund. Also, more businesses are working through a business plan and analyzing their progress as they attempt to move forward.

During the 2010 tax filing season, forty-one low-income Macon County families received \$57,967 in income tax refunds and credits, an average of \$1,414 per family. Of this amount, a total of \$21,271 was received in earned income tax credits by 14 taxpayers boosting their average by \$1,519. An additional 14 taxpayers qualified for the child tax credit that averaged \$716. Furthermore, five qualified for the educational credit for an average of \$1,332. Thanks to the volunteer income tax assistant (VITA) site sponsored by the Tuskegee University's Cooperative Extension Program, these low-income taxpayers and the elderly have avoided tax refund anticipation loans and preparation costs that usually run in the amount of expected tax return, plus 500% loan costs. Additionally, they have been provided educational resources on budgeting, saving strategies, and credit management. The program provided participants with fast and easy access to their refunds with electronic filing and direct deposit services. About 25 people who attended an estate planning workshop at the Old Piney Grove District Women Convention learned that a will is the simplest of estate planning tools and that they should have at a minimum, (1) a conventional will, and (2) a living will. Ninety percent of the participants said the workshop met their expectations and had increased their understanding of estate planning. Eighty-five percent said they plan to use the information presented at the workshop.

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

A series of educational programs were conducted in the West Alabama area to address the general lack of awareness among youth concerning forests, forest stewardship and forestry

careers. These programs included a Classroom in the Forest series that served 350 students in Greene and Hale Counties, a one-week Forestry Camp in Sumter County serving 31 students, and Forestry Awareness Week Now (FAWN) that served 240 youths in Marengo County. The programs were done in collaboration with the Alabama Forestry Commission, the Natural Resource Conservation, the Federation of Southern Cooperatives, and the Alabama Cooperative Extension System. A total of 621 students in grades 5 through 12 participated in the three programs and gained a wide array of knowledge from forestry to wildlife management to forestry management as well as possible careers within these fields. Tuskegee University Extension specialists conducted a one-day training program on silvopasture techniques to create awareness on the benefits, development and management of silvopasture systems. Nineteen producers and three county agents attended the training to learn about silvopasture design and establishment; forage selection, establishment, and management; grazing management; and economics of silvopasture. Ninety-five percent of the workshop participants indicated an improved awareness as well as significant increase in knowledge on Silvopasture practices.

A number of informational sessions have also been held on home energy education through conferences and community group meetings. Participants in these sessions have shown a considerable increase in awareness in the areas of energy audits, ways to cut energy bills, and how to manage septic systems.

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

Expanded Foods and Nutrition Education Program (EFNEP) Educators administered 12 lessons from the Eating Right Being Active curriculum to 375 adult participants. The lessons focused on food resource management practices, nutrition practices, and food safety practices. Pre- and post-test evaluations reflected that 21% of the participants showed improvement in all 4 food resource management practices and 90% showed improvement in at least one food resources management practices (i.e. plans meals, compares prices, does not run out of food or uses grocery lists). Also, 13% showed improvement in all 5 nutrition practices and 93% showed improvement in at least one nutrition practice (i.e. plans meals, makes healthy food choices, prepares food without adding salt, reads nutrition labels or have children eat breakfast). Finally, 31% of participants showed improvement in both of the food safety practices and 74% showed improvement in at least one food safety practice (i.e. thawing and storing foods properly)

Youth participants in the 2010 Summer Youth College program were able to learn about new and exotic fruits and vegetables that can be beneficial to their health while also harvesting already planted fruits and vegetables gardens to make preserves. The program recruited 39 youth in grades 7 through 9 for a four-week training program using the "Kids in the Kitchen" (KiK) and "Media Smart Youth" (MSY) curriculums supplemented by GPS/GIS training. At the end of the program they were able to understand how to mark out farmers' markets using the GPS/GIS to locate farmers' markets that can provide healthy foods to be accessible to everyone.

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

A five-day Summer Health and Fitness Academy was held at two separate locations for fifty-five youth in grades five to seven. These youth who live in nine Alabama Black Belt counties were made to understand the connection between childhood obesity and debilitating diseases. They were taught how to reduce the risk of obesity by selecting and preparing economical low-fat foods and developing healthy eating habits and lifestyles. The program also emphasized basic social etiquettes and decent behavior among youth. At the end of the program, youth participants demonstrated increased knowledge in healthy food choices, and an intended readiness to change their behavior by selecting healthy snacks.

Four hundred and fifty senior citizens living in four counties adjoining Macon County participated in the 19<sup>th</sup> annual Senior Olympics game day activities. Most of these seniors have been attending for the past 19 years. Another 152 seniors from various Adult Nutrition Centers and surrounding areas attended the 1<sup>st</sup> Annual Lowndes County Senior Olympics. The Senior Olympics helps to promote healthy lifestyles for senior adults through age-appropriate fitness and sports activities and an active involvement in life. It

encourages older adults to stay active, and gives them a reason to renew past skills or learn new ones. A follow-up with the directors at the Senior Sites revealed that the seniors are continuing their daily exercises. Forty percent of the seniors stated that they will continue to stay active.

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 23.8 | 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**

- Internal University Panel
- External University Panel
- Expert Peer Review
- Other (Local Advisory Councils and State Advisory Council )

**2. Brief Explanation**

The Merit Review Process Committee was merged with the State Advisory Council in 2009, 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. With input from stakeholders guiding our program planning, priority is given to areas with the greatest need.

**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.**

The methods mentioned 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.

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

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- 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 Extension Project Areas where needed and area of services were extended to reach wider audiences in some counties. 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  | 2115511               | 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                              | 1678668               | 0               | 0                  |
| <b>Actual Matching</b>  | 0                              | 1680000               | 0               | 0                  |
| <b>Actual All Other</b>                                       | 0                              | 674843                | 0               | 0                  |
| <b>Total Actual Expended</b>                                  | 0                              | 4033511               | 0               | 0                  |

| <b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous</b> |   |        |   |   |
|--|---|--------|---|---|
| <b>Carryover</b>   | 0 | 158177 | 0 | 0 |



## V. Planned Program Table of Content

| S. No. | PROGRAM NAME   |
|--------|--|
| 1      | Alabama Youth Entrepreneurial Initiatives and Workforce Development          |
| 2      | Assisting Small-Scale Farmers and Landowners to Manage Change in Agriculture |
| 3      | Enhancing Citizens Capacity to Transform Communities                         |
| 4      | Integrated Natural Resources and Environmental Education                     |
| 5      | Healthy Lifestyles, Preventive Health and Wellness                           |
| 6      | Better Foods, Nutrition and Family Well Being                                |

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

**Program # 1**

**1. Name of the Planned Program**

Alabama Youth Entrepreneurial Initiatives 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: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 3.0  | 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                   | 211597         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 211765         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 27250          | 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. Following previous youth participation in the BTW Economic Summit, a youth empowerment summit was organized for middle school through collegiate students as a component of youth development and 4-H curricula. The goal is to educate and motivate youth to understand and accept what it takes to engage in productive lifestyles and become responsible and caring citizens. Youth participants were engaged in a series of interactive workshop sessions on entrepreneurship, leadership, and healthy choices for live. Through these sessions youth participants were offered the opportunity to increase their knowledge and learn basic skills in personal finance, communication skills, business and social etiquettes, healthy food choices, and networking. Youth Entrepreneurial Summer Camps were held in Macon, Montgomery, Greene, Sumter, and Hale counties. At these camps, students learned about the qualities of an entrepreneur, how to make critical entrepreneurial decisions, practice business skills, and assess their entrepreneurial characteristics.

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. Twenty-eight students from the West Alabama area also participated in a four-day entrepreneurship camp, a collaboration of University of West Alabama and Tuskegee University. Students about developing business plans, marketing, money management, business management, and many other intangible skills they would need to succeed as business owners. At the end of the program, students were able to develop business and marketing plans for their selected business projects. Ninety percent of the students showed improved skills in developing business plans, marketing plans, and money management.

A number of students from Macon, Montgomery and West Alabama counties also participated in various Conferences and Seminars including the National 4-H Conference, a Piggy Bank Design and Career Fairs. Students were exposed to a wide range of activities including workshops, roundtable discussions, focus groups, money management, and making career choices. At the end these events, students showed a greater understanding of leadership skills, setting goals and working to achieve those goals as well as what goes into making career choices.

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

The targeted audiences are the rural and some urban youths, collegiate students and young adults in the general population, and particularly those in the Black Belt counties.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 332                    | 2237                     | 637                   | 3903                    |

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

Year: 2010  
Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| <b>2010</b>   | <b>Extension</b> | <b>Research</b> | <b>Total</b> |
|---------------|------------------|-----------------|--------------|
| <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>Actual</b> |
|-------------|---------------|
| 2010        | 31            |

**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 |
|------|---------------------|--------|
| 2010 | 275                 | 6777   |

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

**Issue (Who cares and Why)**

There is a lack of minority owned small businesses throughout the West Alabama area and a lot of that is attributed to the lack of education in entrepreneurship. Also, the skills in which entrepreneurship teaches are lacking in the West Alabama area; for example, proper communication skills, computer literacy, and math to name the most significant. There is a need to raise these skills within the community to help positive influence West Alabama in the future.

**What has been done**

A four day Entrepreneurship camp was held at the University of West Alabama in Livingston, AL. There were a total of 28 students. The program was done in collaboration with the University Of West Alabama Department Of Outreach. In the four days the students were taught about developing a business plan, marketing, money management, business management, and many other intangible skills they would need to succeed as business people. There was also a field trip in which the students toured a minority owned small business and a small business incubator where minority owners spoke with them as well as answered there many questions in regards to entrepreneurship.

**Results**

There was a measurable change in awareness and knowledge that was identified through verbal and written tools. Over 90% of students demonstrated a change. Also, the students were required to give a presentation at the end that they were also judged. The students had to utilize all of the information they learned to make the presentation. This in itself showed their understanding of the material and willingness to learn more. Many of the students expressed an interest in being entrepreneurs. Many were anxious to attend the camp next year because they not only learned but enjoyed themselves while doing so. That in and of itself made this program a success and one that will be done next year to continue providing knowledge in the realm of entrepreneurship.

#### 4. Associated Knowledge Areas

| <b>KA Code</b> | <b>Knowledge Area</b>                                    |
|----------------|--|
| 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

- Economy
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges

##### Brief Explanation

Program outcomes were affected by economic conditions in the region and competing programmatic challenges particularly where participants were required to pay a registration/enrollment fees.

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

##### Evaluation Results

Educational activities, seminars, workshops, and one-on-one assistance have been provided to youth and young adults in the 12 Black Belt counties and surrounding areas. A total of about 120 students who attended entrepreneurial camps at 4 different locations learned skills in developing business and marketing plans for their selected business projects. Ninety percent of the students showed improved skills in developing business plans, marketing plans, and money management.

A two-day youth empowerment summit was also held for middle school through collegiate students as a component of youth development and 4-H curricula. Youth participants were engaged in a series of interactive workshop sessions on entrepreneurship, leadership, and healthy choices for life. Through these sessions youth participants were offered the opportunity to increase their knowledge and learn basic skills in personal finance, communication skills, leadership, business and social etiquettes, healthy food choices, and networking. Evaluation results showed that 82% of the participants increased their knowledge one or more areas and 60% increased their knowledge in all 6 areas.

Collaborations with the TU National Student Business League and the College of Agriculture, Environmental, and Natural Sciences have also led to improved entrepreneurship, leadership, and science education at the collegiate level.

Eighty-five percent of 201 students who participated in a career fair also showed increased knowledge in leadership skills, goal setting, and making career choices.

##### Key Items of Evaluation

Following reports from the first Youth Empowerment Summit, its implementation as an annual conference will provide an opportunity to motivate and inspire youth in the region to have a positive outlook about their futures. The annual Youth Summit and the possible development of a "Center for Entrepreneurship" will remain the primary components of this program area. The 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. The center will promote the development of entrepreneurial 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**

Assisting Small-Scale Farmers and Landowners to Manage Change in Agriculture

**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: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 9.5  | 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                   | 670057         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 670588         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 28505          | 0              | 0              |

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

### 1. Brief description of the Activity

During the past year, TUCEP, the GWC Experiment Station, and ACES continued collaboration on out-reach educational programs to assist small-scale producers with their production and marketing problems. About 900 small scale beef producers have received training and technical assistance to help improve breeding stock by selecting purebred or high quality replacement bulls and heifers. Over 90% of these producers have seen a steady increase in calf crop percentages, and in birth and weaning weights. Approximately three-quarters of the producers have also improved nutrition management through pasture renovation which has improved forage quality for grazing and hay production. Many producers have begun to incorporate meat goats into their beef production systems leading to considerable additional income. Other educational activities held were the Tuskegee University Master Goat Producer's Certification Program, an annual goat day workshop, and the annual Goat Show.

A one-day workshop and on-farm demonstration on integrated management of gastrointestinal parasites was also conducted where participants learned integrated techniques for controlling internal parasites in goats. Major training components were FAMACHA (a quick parasite detecting tool), major internal parasites and their life-cycles, nutrition, animal selection and breeding, and pasture management. Also, hands-on training was conducted on fecal sample collection and examination, FAMACHA use, hoof trimming, condition scoring, and de-worming.

Relative to vegetable production, fourteen (14) commercial vegetable producers received assistance from TUCEP specialists to construct hoop houses to extend and intensify crop production. Five (5) producers have gone green by using solar panels as energy sources for lighting and for running irrigation systems. Additionally, twenty (20) fruit and vegetable producers increased skills and knowledge in regards to plant propagation (Bud-Grafting) in efforts to produce peaches and other non indigenous crops on Black Belt soils which are not productive for most Commercial fruit production. A sustainable agriculture field day was also organized to create awareness and provide hands-on learning opportunities on sustainable agricultural practices. Some of the specific topics covered included, Plasticulture Production, Sustainable Soil Management Practices, Biofuel Production from Crop Biomass, Integrated Pest Management (IPM), Economics of Horticultural Production, Soil and Water Conservation and Growing Medicinal Herbs for Profit.

TUCEP also provided risk management training and informational opportunities including conferences, workshops, one-on-one technical assistance, marketing handouts, bulletins, and newsletters to help farmers minimize the most prevalent risk factors. Through these activities farmers increased their knowledge of the income earning potential of their farm enterprises, improved their financial skills, and completed marketing and business plans. They also identified potential marketing opportunities,

strengthened their entrepreneurial skills, penetrated new markets, and increased their understanding of production, financial, and marketing risks.

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

The targeted audience consisted of small-scale producers and landowners and their families in the 12 Black Counties of Alabama.

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

**1. Standard output measures**

| 2010   | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|--------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 2005                   | 4999                     | 1009                  | 1508                    |

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

**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 0         | 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.

| Year | Actual |
|------|--------|
| 2010 | 450    |

**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**

| <b>Year</b> | <b>Quantitative Target</b> | <b>Actual</b> |
|-------------|----------------------------|---------------|
| 2010        | 133                        | 133           |

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

#### **Issue (Who cares and Why)**

Plasticulture technology is the practice of enhancing horticultural production using plastic, including the use of plastic mulches. Although there are many benefits of using plastic mulches, including earliness of crop, higher yields, cleaner and higher quality produce, efficient and fertilizer use, reduced erosion, and fewer pest problems, there is very little adoption of this technology in Alabama Black Belt region. The expected outcome of plasticulture is increased vegetable yields leading to higher farm income and hence contribution to poverty alleviation.

#### **What has been done**

A field day was conducted on September 30, 2010 and farmers were taught the principles of plasticulture production. This was followed by site visit to plasticulture demonstration plots. On campus demonstration plots were also set up, one in summer and another one in fall 2010. Several vegetable crops were grown including tomato, pepper, cantaloupes, watermelons, onions and collards green, using plastic mulch and drip irrigation system. On campus faculty and staff participated in community gardening exercise. A one hour class on gardening was conducted for the participants.

#### **Results**

Farmers increased more awareness of plasticulture technology, learned about the different systems of plasticulture technology including plastic mulch, row covers, and hoopouses. Farmers learnt how to calculate the crop water requirement, weed control methods, and insect pest and disease control methods. Ten farmers reported that they would adopt plasticulture practices; 7 farmers reported that learning about plasticulture techniques was very useful. More farmers are expected to adopt plasticulture technology.

### **4. Associated Knowledge Areas**

| <b>KA Code</b> | <b>Knowledge Area</b>                                    |
|----------------|--|
| 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**

Program outcomes were particularly affected by extreme weather conditions and the economy. A number of planned field demonstrations were cancelled due to bad weather and number of participants were lower than expected for some workshop and training sessions that required registration fees.

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

##### **Evaluation Results**

There has been a significant increase in the number of experienced and young producers that are adopting the principles of sustainable and organic livestock and crop production as well as integrated pest management in their production systems in efforts to reduce the cost of pesticides and to produce healthier produce for the market. Over 90% of livestock producers have seen a steady increase in calf crop percentages, and in birth and weaning weights and 75% have also improved nutrition management through pasture renovation which has improved forage quality for grazing and hay production. Fourteen (14) commercial vegetable producers received assistance from TUCEP specialists to construct hoop houses to extend and intensify crop production. Five (5) producers have gone green by using solar panels as energy sources for lighting and for running irrigation systems. Additionally, twenty (20) fruit and vegetable producers increased skills and knowledge in regards to plant propagation (Bud-Grafting) in efforts to produce peaches and other non indigenous crops on Black Belt soils which are not productive for most Commercial fruit production.

### **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. Pre- and post-test evaluations of participants in management of internal parasites in goats as well as weed and pasture management workshops show increased knowledge in both areas. Producers are therefore expected to use the knowledge gained to improve their production practices and in turn increase profitability.

**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: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 4.4  | 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                   | 310342         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 310588         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 354000         | 0              | 0              |

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

**1. Brief description of the Activity**



The major activities of this ETP falls under two primary categories of individual and business planning.

**Individual Planning-** As part of its efforts to help low-income families achieve financial security, forty-one low-income Macon County families who used our free income tax assistance site received \$57,967 in income tax refunds and credits, an average of \$1,414 per family. Of this amount, a total of \$21,271 was received in earned income tax credits by 14 taxpayers boosting their average by \$1,519. An additional 14 taxpayers qualified for the child tax credit that averaged \$716. Furthermore, five qualified for the educational credit for an average of \$1,332. These low-income taxpayers and the elderly have avoided tax refund anticipation loans and preparation costs. Additionally, they have been provided resources on budgeting, saving strategies, and credit management. Eighty percent of the participants were previous users of the site, 95% percent were very satisfied with the services they were provided, and 70% said they will use their tax refunds to pay off debts and save some of it.

A group of 25 people who attended an estate planning workshop at the Old Piney Grove District Women Convention learned that a will is the simplest of estate planning tools and that they should have at a minimum, (1) a conventional will, and (2) a living will. Ninety percent of the participants said the workshop met their expectations and had increased their understanding of estate planning. Eighty-five percent said they plan to use the information presented at the workshop.

**Business Planning-** In an effort to address the issue of persistent high poverty and unemployment in West Alabama Counties through local small business development and entrepreneurship training TUCEP conducted a 6-week entrepreneurship training program for 38 unemployed individuals and seven 16 -18 year-old youth drop-outs. The participants were able to gain learned skills related to characteristics of the successful entrepreneur, income statements, return on investments, business ideas, financing strategies, goal setting, cost of starting and operating a business, marketing, advertising and publicity, cost and benefit analysis, basic business plans, effective record keeping, negotiating and other topics. All 45 participants were able to complete a business plan. Five (5) were able to restructure their existing business and obtain small business loans, each in the amount \$10,000, for a total of \$50,000.

The Tuskegee/Macon County Community Development Corporation (CDC) also provided Entrepreneurship Trainings, Business Planning, Credit Counseling, Revolving Loan Fund Support, and one-on-one Business Technical Assistance to help business development and expansion. The six businesses that the CDC assisted in 2010 continue to operate. They show improvement in their financial position, and are repaying the Revolving Loan Fund. Also, more businesses are working through a business plan and analyzing their progress as they attempt to move forward.

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

The target audiences were start-up entrepreneurs, existing business owners, community organization leadership teams, low-income families, and faith-based organizations.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 3001                   | 9670                     | 1977                  | 3110                    |

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

**Patent Applications Submitted**

Year: 2010  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 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.

| Year | Actual |
|------|--------|
| 2010 | 90     |

**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 |
|------|---------------------|--------|
| 2010 | 100                 | 100    |

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

**Issue (Who cares and Why)**

Many low-income households are eligible for the earned income tax credit (EITC) and other tax credits but do not apply for the annual refunds because they are unaware of their existence. The IRS estimates that 15% or more of EITC refunds are unclaimed by low-income families, amounting to about \$2.7 billion each year. Many consumers are also convinced to take out a Refund Anticipation Loan (RAL) from the proceeds of their tax refund, at exorbitantly high interest rates, ranging from about 50% to 800% APR. In Alabama, more than 490,000 families claim an estimated \$1 billion through the federal EITC annually. However, with more than 75% of EITC recipients in Alabama paying a commercial preparer to complete their taxes, Alabama families lose more than \$78 million annually to tax preparation and refund anticipation loan costs.

**What has been done**

Tuskegee University Cooperative Extension Program and the Tuskegee-Macon county CDC in collaboration with Savefirst ? an initiative of Impact Alabama sponsored a VITA site to serve low-to moderate-income households in Macon and neighboring counties. The VITA site was opened from January 22, through March 27, 2009 preparing 55 federal tax returns and 33 Alabama state returns. Taxpayers were able to claim various tax credits they qualified for and also had easy and fast access to their refunds through electronic filing and direct deposit. Each participant was also exposed to the importance of saving, direct deposit, and avoidance of predatory lending establishments.

**Results**

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 refund through direct deposit and also saved an average of \$100 each in tax preparation fees. All participants promised to never use pay day lending places or their tax returns and would bring at least one other person to the VITA opportunity the following year.

#### 4. Associated Knowledge Areas

| <b>KA Code</b> | <b>Knowledge Area</b>                               |
|----------------|---|
| 602            | Business Management, Finance, and Taxation          |
| 608            | Community Resource Planning and Development         |
| 805            | Community Institutions, Health, and Social Services |

#### 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

program activities were affected by factors such as weather conditions, economy appropriation changes and competing programmatic challenges.

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

##### Evaluation Results

Low-income taxpayers in Macon County and neighboring towns are learning to avoid predatory lending practices such as refund anticipation loans as a result of information and resources received through TUCEP's volunteer income tax assistance program. Eighty percent of the 41 participants in 2010 were previous users of our site and 70% indicated that they would use their refunds to pay-off debts and save some of it. Pre- and post test evaluations of a group of 25 people who attended an estate planning workshop also revealed that 90% of the participants had increased their knowledge in estate planning and 85% were likely to use the information received to develop their wills. In the area of business planning, all 45 participants who went through a six week entrepreneurial training program were able to complete a business plan at the end the training, and 5 were able to obtain small business loans in the amount of \$10,000 each. Six small business owners who received technical assistance through the Tuskegee-Macon county CDC have also improved their business planning, marketing and overall management strategies.

##### Key Items of Evaluation

TUCEP has strengthened its efforts in providing entrepreneurial educational and assistance programs as a way of promoting community economic development. The short term goal is to help businesses remain profitable and keep their doors open. All six businesses that were assisted by the CDC continue to operate and are also repaying the revolving loan fund.

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

**Program # 4**

**1. Name of the Planned Program**

Integrated Natural Resources and Environmental Education

**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: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 1.4  | 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                   | 98745          | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 98824          | 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

The Integrated Natural Resources and Environmental Education ETP consist activities in the areas of Forestry Camps, private well testing/wellhead protection, small acreage water resource management, community awareness educational programs and farm eco-sytems for small-scale producers.

A series of educational programs were conducted in the West Alabama area to address the general lack of awareness among youth concerning forests, forest stewardship and forestry careers. These programs included a Classroom in the Forest series that served 350 students in Greene and Hale Counties, a one-week Forestry Camp in Sumter County serving 31 students, and Forestry Awareness Week Now (FAWN) that served 240 youths in Marengo County. The programs were done in collaboration with the Alabama Forestry Commission, the Natural Resource Conservation, the Federation of Southern Cooperatives, and the Alabama Cooperative Extension System. A total of 621 students in grades 5 through 12 participated in the three programs. Students toured various sites and learned different aspects of forestry and how to be good stewards of the land. They gained a wide array of knowledge from forestry to wildlife management to forestry management.

Tuskegee University Extension specialists conducted a one-day training program on silvopasture techniques. Nineteen producers and three county agents attended the training. They learned about silvopasture design and establishment; forage selection, establishment, and management; grazing management; and economics of silvopasture. Ninety-five percent of the workshop participants indicated an improved awareness as well as significant increase in knowledge on Silvopasture practices.

Three (3) Timber Sales Contract workshops with a total of 48 participants, have been conducted (Tuskegee University Annual Farmers Conference, Macon County Farmers Association, Bullock and Bourber County forest land owners) in conjunction with how to choose a Forestry Consultant. Based on the workshop evaluation all participants stated that they had gained information that they did not have, understood that contracts are vital legal tools, that timber is a commodity and subject to frequent price changes and that the help of forestry professionals should be sought. Participants learned about various types of conveyance instruments (timber deeds, lump-sum and pay as you cut contracts) and, the pros and cons of each.

Presentations were also made to over 300 students at Tuskegee public school on Earth Day 2010. Students were provided with information on various aspects of ecological functions, endangered species, watershed, the hydrologic cycle, the 4 US conservation eras, the natural Role of fire in forest ecology of the south, non-native evasive species, urbanization impacts. Students showed anenhanced understanding of the environment, the importance of sustaining ecological functions, and the role of human population growth in contributing to current environmental issues.

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

The target audience consists of youths and adults, rural and urban agriculture clientele with needs in the areas of natural resources, water quality and environmental management, including environmental health and justice issues.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 640                    | 173                      | 246                   | 145                     |

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



**Patent Applications Submitted**

Year: 2010

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010   | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 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.

| Year | Actual |
|------|--------|
| 2010 | 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. |
| 2      | Global Change Awareness  |

**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 |
|------|---------------------|--------|
| 2010 | 133                 | 0      |

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**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                |

**Outcome #2**

**1. Outcome Measures**

Global Change Awareness

**2. Associated Institution Types**

- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | {No Data Entered}   | 36     |

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

**Issue (Who cares and Why)**

Global warming is occurring at an ever increasing pace and the nations of the world must do something immediately to increase related awareness and stop it. A few nations are offering carbon credit to off-set pollution and landowners must be aware of the crediting process.

**What has been done**

A series of workshops were conducted to inform landowners about the carbon crediting process.

**Results**

One hundred percent of the participants said they will use the information presented at the workshop. Ninety percent of the participants said my understanding of carbon credits after the workshop was good or excellent. Eighty percent of the participants said my knowledge of carbon credits after the workshop was good or excellent. Ninety percent of participants said they plan to use the information presented at the workshop.

**4. Associated Knowledge Areas**

| KA Code | Knowledge Area  |
|---------|---|
| 104     | Protect Soil from Harmful Effects of Natural Elements |

## **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**

Activities scheduled for this program area were affected by extreme weather conditions causing some field activities to be cancelled and competing programmatic challenges which led to lower participation rates for some workshops.

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

### **Evaluation Results**

Over 600 students from five different Black Belt counties participated in three separate forestry management educational programs during 2010. Eighty percent of these students show improved understanding and increased knowledge in environmental issues. Forty-five percent also indicated an interest in pursuing future careers in forestry and related areas. Also, 95% of farmers who participated in a Silvopasture and grazing management workshop indicated an improved awareness as well as significant increase in knowledge on Silvopasture and related practices. Educational workshops have also been held through a number of conferences and small group meetings to disseminate information on renewable energy and energy audits. Participants here also reported a significant increase in knowledge and awareness on way to reduce energy waste and save on energy bills.

### **Key Items of Evaluation**

As much as efforts in forestry and other natural resources management education continues, more emphasis is being laid on renewable energy and energy audit education.

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

**Program # 5**

**1. Name of the Planned Program**

Healthy Lifestyles, Preventive Health and Wellness

**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                 |                 | 25%             |                |                |
| 722     | Zoonotic Diseases and Parasites Affecting Humans |                 | 25%             |                |                |
| 723     | Hazards to Human Health and Safety               |                 | 25%             |                |                |
| 724     | Healthy Lifestyle                                |                 | 25%             |                |                |
|         | <b>Total</b>                                     |                 | 100%            |                |                |

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

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

| Year: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 4.0  | 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                   | 282129         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 282353         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 6760           | 0              | 0              |

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

**1. Brief description of the Activity**

A five-day Summer Health and Fitness Academy was held at two separate locations for fifty-five youth in grades five to seven. These youth who live in nine Alabama Black Belt counties were made to understand the connection between childhood obesity and debilitating diseases. They were taught how to reduce the risk of obesity by selecting and preparing economical low-fat foods and developing healthy eating habits and lifestyles. The program also emphasized basic social etiquettes and decent behavior among youth. At the end of the program, youth participants demonstrated increased knowledge in healthy food choices, and an intended readiness to change their behavior by selecting healthy snacks.

About 600 senior citizens living in Macon, Lowndes and adjoining counties participated in two separate annual Senior Olympics games day activities. The seniors have opportunities to participate in age-appropriate sports competition activities, arts and crafts competition, and receive health screenings. The Senior Olympics helps to promote healthy lifestyles for senior adults through fitness, sports and an active involvement in life. Forty percent of the seniors stated that they will continue to stay active and a follow-up with the directors at the Senior Sites revealed that the seniors are continuing their daily exercises.

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

TUCEP is committed to improving the health status and well being of children and adults (overweight, obese, diabetes, etc.) in twelve Black Belt counties of Alabama by providing nutrition health education, counseling and related services.

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

**1. Standard output measures**

| 2010   | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|--------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 622                    | 7005                     | 1545                  | 9167                    |

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

**Patent Applications Submitted**

Year: 2010  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010 | Extension | Research | Total |
|------|-----------|----------|-------|
|------|-----------|----------|-------|

|               |   |   |   |
|---------------|---|---|---|
| <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 eing screened for a cardiovascular (CVD) risk factor at a localhealth 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>Actual</b> |
|-------------|---------------|
| 2010        | 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. |
| 2      | Child obesity prevention  |

**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 Knowledge Outcome Measure

**3b. Quantitative Outcome**

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | 100                 | 0      |

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

**Issue (Who cares and Why)**

High rates of diabetes, hypertension, high cholesterol, coronary artery disease and stroke nationally and throughout the Black Belt make these health initiatives pertinent. Many people are uneducated when it comes to understanding the power they possess in preventing some of these health issues. There are two things that each individual can do to prevent as well as reduce the likelihood of one of these health issues occurring; those two things are diet and exercise.

**What has been done**

A collection of health fair exhibits were conducted in Greene and Sumter Counties to address the need for diet and exercise within the communities. Educational materials as well as nutritional snacks and recipes were handed out; the nutritional information was provided by EFNEP.

Through the health fair we raised awareness as well as broaden people's scope as to the areas of work that Tuskegee University Cooperative Extension covers. There were health fair exhibits held in three locations in Greene and Sumter Counties. The first of the three programs was the Greene County Health Fair held at the Eutaw Activity Center in Eutaw, AL. The event catered to approximately thirteen youth and twenty one adults. The second was the Mt. Hebron Health Fair in Mt. Hebron, AL and it catered to thirty adults and seven youth. The third was an exhibit at the Community Fun Day in Panola, AL and approximately fifty three people visited the display.

**Results**

Through these exhibits many people's awareness and knowledge were changed. People began to realize that they still have power when it comes to their health and they do not have to wait until something is going wrong, health wise, to change the way people approach diet and exercise day to day. The overall theme of all the programs that those attending took away is how to make a sustainable change. The change doesn't have to be abrupt as long as its continuous and moving each individual into a healthier place. Over 90% of individuals understood and took this

information with them. They showed an understanding of how the sedentary lifestyles and unhealthy food choices put us at risk for health issues like diabetes, hypertension, coronary artery disease, high cholesterol, and stroke.

#### 4. Associated Knowledge Areas

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

### Outcome #2

#### 1. Outcome Measures

Child obesity prevention

#### 2. Associated Institution Types

- 1890 Extension

#### 3a. Outcome Type:

Change in Action Outcome Measure

#### 3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
| 2010 | {No Data Entered}   | 60     |

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

##### **Issue (Who cares and Why)**

Obesity crisis among youths is at the crisis levels in the USA and particularly in the southern states and minority communities.

##### **What has been done**

We conducted hands-on training workshops for 60 kids ( as of July 2009)

We trained 60 ?SHAFA? Kids in grades 5 to 7 (or 12-14 year olds) that are our targets on how best to prevent Obesity. This is the developmental stage of life that kids could understand and more meaningfully absorb science based facts on the causes, prevention and control of Obesity. SHAFA program was based the curriculum provided by the US National Institute of Child Health and Human Development. The rationale is that a child that knows how to prevent obesity is not likely to become obese and diabetic in adult. The sixty kids from five Alabama black belt counties (30 kids from Macon, Lee and Bullock, 30 from Lowndes and Wilcox counties) that were selected completed the course successfully.

### **Results**

Kids immediately appreciated the benefits of eating more of healthy vegetarian foods, less of meats. This was evident by their "informed" choices of foods they chose, when we took them out to "all you can eat" restaurant (Golden Coral, Opelika Alabama) with varieties of foods to select from. They selected vegetables and less meat menu. Kids also dressed properly; they appeared with shirts tucked-in their pants and adjusted their other overall looks, as well as table manners. They wore their pants on their waists, not below their buttocks. Some boys that wore earrings on the first day of the workshop had voluntarily removed the earrings before the end of the 5-day workshop. It is expected that if what the kids demonstrated is practiced at home, it would likely reduce their behavior and choices that lead to obesity.

#### 4. Associated Knowledge Areas

| KA Code | Knowledge Area    |
|---------|-------------------|
| 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

The outcomes of this program area were affected by economic conditions as many parents who wanted their children to participate in the program reported they could not afford the registration fees. Participation rates were thus significantly lower compared to the previous year.

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

##### Evaluation Results

Youth participants appreciated the benefits of eating more of healthy meals and snacks and 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. Participants promised to influence their parents to prepare healthy foods for their families, and to teach their parents how to prepare healthy foods that they learned and ate from the five-day SHAFa 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 to choices like doctors, nurses, lawyers, and scientists. More than 90 percent of the participants went back home with an avowed "can-do" attitude and looking forward to participating again next summer.

Follow up reports from the adult centers also indicated that most of the senior are keeping up with their daily exercise routines and continue to be in good shape.

##### 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 factors such as obesity, lack of physical exercise, high blood pressure, and high cholesterol levels contribute markedly to the development of heart disease. Efforts to provide health education workshops and health screening activities for adults and the elderly remain an important priority for this program area.

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

**Program # 6**

**1. Name of the Planned Program**

Better Foods, Nutrition and Family Well Being

**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: 2010 | Extension |      | Research |      |
|------------|-----------|------|----------|------|
|            | 1862      | 1890 | 1862     | 1890 |
| Plan       | 0.0       | 1.5  | 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                   | 105798         | 0              | 0              |
| 1862 Matching       | 1890 Matching  | 1862 Matching  | 1890 Matching  |
| 0                   | 105882         | 0              | 0              |
| 1862 All Other      | 1890 All Other | 1862 All Other | 1890 All Other |
| 0                   | 251678         | 0              | 0              |

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

**1. Brief description of the Activity**

A five-day Summer Health and Fitness Academy was held at two separate locations for fifty-five youth in grades five to seven. These youth who live in nine Alabama Black Belt counties were made to understand the connection between childhood obesity and debilitating diseases. They were taught how to reduce the risk of obesity by selecting and preparing economical low-fat foods and developing healthy eating habits and lifestyles. The program also emphasized basic social etiquettes and decent behavior among youth. At the end of the program, youth participants demonstrated increased knowledge in healthy food choices, and an intended readiness to change their behavior by selecting healthy snacks.

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

The target audience will consist of under-served and under-represented youth and adult populations in the twelve Black Belt counties of Alabama.

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

**1. Standard output measures**

| 2010          | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| <b>Actual</b> | 346                    | 1997                     | 264                   | 1968                    |

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

**Patent Applications Submitted**

Year: 2010  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

| 2010          | Extension | Research | Total |
|---------------|-----------|----------|-------|
| <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.

| <b>Year</b> | <b>Actual</b> |
|-------------|---------------|
| 2010        | 175           |



**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 |
|------|---------------------|--------|
| 2010 | 150                 | 0      |

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

**Issue (Who cares and Why)**

Nutrition is essential for growth, development, health and well being. Greene, Hale, Sumter, Marengo, Perry, Dallas and Macon County families consist of a total 12,532 families/individuals who receive food stamps. These families/individuals are potential participants for the Expanded Food Nutrition Education Program (EFNEP). The EFNEP program educates its participants on decision making skills as it relates to families/individuals eating right, being active and healthy. The Eating Right and Being Active/Kids in the Kitchen curriculums allow the EFNEP educators to measure changes in knowledge and behavior that occurs by the end of the class series.

**What has been done**

A total of 1,141 youth and 1,051 adults were recruited/enrolled and graduated in the EFNEP/Eating Smart, Being Active and Kids in the Kitchen curriculums (8 class series). Adults young adults/ were taught from the curriculum: 1.)Get Moving, 2.) Plan, Shop and Save, 3.) Vary your Vegetables, 4.) Half your Grains, 5.) Build Strong Bones, 6.) Go Lean with Protein, 7.) Make a Change, 8.) Celebrate-Recap and Wrap-up. These lessons were taught on an individual and group basis.

**Results**

As a result of the pre/post test participants gains and applied knowledge in the areas of food safety, food preparation, nutritious snacks and meals and being physically active. Educators have a total of 630 youth and 458 adults with documentation data to measure changes in knowledge and behavior (Macon County data is missing). The EFNEP program educates its participants on decision making skills as it relates to families/individuals: Eating Smart, Being Active and Healthy/Kids in the Kitchen. The Eating Smart and Being Active Curriculum allowed the EFNEP Educators to measure changes in knowledge and behaviors. According to the

pre/post assessment participants gained and applied knowledge in the areas of food safety, food preparation, nutritious snacks and meals, being physically active.

#### 4. Associated Knowledge Areas

| <b>KA Code</b> | <b>Knowledge Area</b>  |
|----------------|--|
| 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

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

##### Evaluation Results

For youth, results of the pre and post tests showed that 90 percent increased their knowledge and understanding of healthy nutrition and 95 percent improved their awareness of food choices that can help to improve their diets and overall healthy lifestyle. However, 70 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 contain more fruits, vegetables and healthy snack options.

Adult participants in nutrition education classes also showed improvement in food resource management practices, nutrition practices, and food safety practices. Overall, 90 percent showed improvement in at least one of four food resource management practices, 93 percent showed improvement in at least one of five nutrition practices, and 74 percent showed improvement in one of two food safety practices.

##### 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