

2011 University of Nevada Extension Annual Report of Accomplishments and Results

Status: Accepted

Date Accepted: 06/21/2012

I. Report Overview

1. Executive Summary

All programs outlined in this annual report were developed and implemented based on local or statewide formal and informal needs assessments. Additionally, specific efforts were taken to address the needs of underserved/under represented populations of the state, as well as activities/programs specific to the needs of these audiences. It should be noted that just about all Cooperative Extension programs in Nevada have some type of applied research component. Cooperative Extension faculty are expected to research needs, program impacts, and may use applied research projects as a teaching tool as well as to learn new information for use in programs. All Cooperative Extension faculty must have at least these minimum research components in their programs, and research is a major consideration in annual evaluations for both field faculty and campus based faculty (many of whom also have joint Nevada Agricultural Experiment Station appointments as well).

An effort has been made to include efforts that relate to the new five program priorities of NIFA. Since this involves some "breaking out" of information from other programs, it is expected that there is some overlap to continue. At this point, however, there are only limited outputs or outcomes to report but hopefully future reports can be more reflective or efforts related to these five priority program areas. It should be noted, however, limits to expertise and resources will limit programming in some of the priority areas for the foreseeable future.

Although it is mentioned in the "limiting factors" for all programs, the dire impact of the economic situation in Nevada and past future budget reductions cannot be over emphasized given their magnitude. The economic situation in Nevada is still one of the worst in the nation with unemployment averaging 12-14.4% (14.4% in 2011) and is currently 12.7%. The state also lost 70,000 residents to out-migration in 2010 for first time in over 30 years! Finally, Nevada still has the highest home foreclosure rate in the nation and 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12.

Because of budget reductions by the legislature, the university administration is implementing a cut of 60% in Cooperative Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under this budget reduction Cooperative Extension faculty FTE will be go from 80.38 in FY09 to 37.74 in FY14. The number of individual faculty will go from 90 in FY09 to 48 in FY14.

Cooperative Extension will ask for an "enhancement" (\$3.2 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing.

Not only will the budget reduction cause a loss of positions, remaining positions are being reduced in FTE from 100% to 75% for specialists and from 100% to 90% for county Extension Educators beginning in FY14. Previous budget cuts have resulted in lost positions and/or faculty turnover, and this planned budget reduction means the trend is continuing. It is likely, therefore, that all programs will be negatively impacted and/or curtailed to some degree.

It should also be noted that the university is searching for a new president and the dean/director of Cooperative Extension has announced her retirement for October 2, 2012. Thus, there is additional stress and unknowns creating significant disruptions for Cooperative Extension.

Total Actual Amount of professional FTEs/SYs for this State

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	38.0	0.0	0.0	0.0
Actual	34.6	0.0	0.0	0.0

II. Merit Review Process

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

- Combined External and Internal University External Non-University Panel

2. Brief Explanation

As outlined in the plan of work, the merit review process is actually several review processes at different times. This process has not changed in recent years and has worked well for Nevada.

First, all Extension faculty are required to prepare a Role Statement detailing their plans and activities for the coming calendar year. They review this "Role Statement" with their Area Director or Department Chair who ensures the quality and relevance of planned work efforts to the identified program goals. Both the Area Director and the Dean/Director must sign off on the plan.

Second, Extension in Nevada uses a peer review process whereby Extension faculty provide evaluation and input on their peers concerning their program's quality, its importance to stakeholders and relevance. In these peer reviews, the needs assessments are also examined as well as program outcomes/impacts. These peer reviews are used by Area Directors and Department Chairs to not only evaluate faculty, but are also used in reviewing Role Statements and focusing faculty efforts in the future. These are also reviewed by the Dean/Director. At each of these steps, the Strategic Plan is used to evaluate program priorities and need.

Third, programs and their impacts are reviewed with the State Extension Advisory Committee to get their input and evaluation as well.

Fourth, all Extension publications and curriculum are peer reviewed from either internal experts, external experts or both. Not only does this produces better publications but provides some feedback on the need or relevance to stakeholders of the topic. It is expected that most publications will related to programs.

Finally, those efforts organized as Western Coordinating Committee projects through the Western Regional Coordinating Implementation Committee (RCIC) are reviewed by RCIC (which is represented by both Extension and Research) for progress during the course of the project/program and at project termination. The reviews are documented and housed at the executive director's office in the western region. Additionally, those portions of programs which are part of the eXtension effort are reviewed in the eXtension selection process.

III. Stakeholder Input

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

- Targeted invitation to traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals

- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals
- Survey specifically with non-traditional groups

Brief explanation.

Stakeholder involvement occurs at many levels and in both formal and informal way. Primarily a formal UNCE Advisory Committee, faculty needs assessments and program partnerships are used in getting stakeholder participation. In predominately urban state this has worked well for both urban and rural counties.

In 2000, UNCE established a statewide Advisory Committee that represents a diverse cross section of stakeholders from both rural and urban communities, including minorities. This Advisory Committee has met at least twice a year since 2001 and continues to review UNCE programs and provide suggestions on additional program opportunities. It provides broad guidance on UNCE programming and policies, serves as a sounding board for setting program priorities, and has helped obtain support for UNCE from key state and county elected officials. This has been especially critical in recent years with major budget issues. (The Advisory Committee is "gearing up" to help Cooperative Extension in the next legislative session.) CARET representatives also serve as members of this UNCE Advisory Committee and regularly communicate with Nevada's Congressional delegation as well as USDA. These same CARET representatives also serve on the advisory committee for the College of Agriculture/Experiment Station.

Within their first year of being hired, UNCE funded faculty are expected to conduct a formal needs assessment in order to identify critical issues in their subject matter area. For County Extension Educators, a very broad, community based assessment is expected. For Specialists, a broad, issue based assessment is expected. Specialists are also charged with compiling local needs assessments and adding statewide data and impacts. Indeed, one of the criteria for annual performance evaluation is effective assessment of need. Following their initial needs assessment, faculty are required to continually assess needs through contact with stakeholders and periodically conduct a needs assessment in as expected of newly hired faculty. Information on the community stakeholder meetings and some of the other statewide needs assessments can be found at: <http://www.unce.unr.edu/publications/assessments>. As a result of the above processes for stakeholder input, all of UNCE's major educational programs are based on one or more needs assessments. UNCE has also used this information in ongoing strategic planning for the future.

The data collected by UNCE in various community needs assessments is also shared with the Nevada Agricultural Experiment Station for their information, as well as other university faculty for their use and information. In fact, specialist on Agricultural Experiment Station appointments often work collaboratively with Cooperative Extension faculty on various needs assessments. Thus, the information is shared not only with the Agriculture Experiment Station but with other colleges and departments at the university.

Stakeholder input is used at all levels to set program priorities, allocation of resources and to identify and develop partnerships for program implementation and delivery.

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.

A variety of methods are used across the state to identify individuals/groups who are stakeholders and to get their input. No one method is required or always appropriate. In fact, one set of methods may be used in one county or program and a different set of methods in another county or program. Even within counties and within program, one method might be used in one situation and another method used in a different situation.

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

Brief explanation.

As noted above in checklist.

3. A statement of how the input will be considered

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

Brief explanation.

As noted in the above checklist. Stakeholder input is used at all levels (county, state, program) to set program priorities, allocation of resources and to identify and develop partnerships for program implementation and delivery. Stakeholder input is routinely used to identify emerging issues, to redirect Extension programs and stakeholders also participate in the hiring process on search committees. Where stakeholder input and needs assessments show the need for different staffing, it has been used to make changes in qualifications of those hired. Additionally, it is used in setting program priorities an allocation of resources within Cooperative Extension.

Since most program teams include both county Extension Educators and specialist,

stakeholder input from both levels is considered. It is also common for stakeholders to be included as partners or collaborators in programming efforts.

Brief Explanation of what you learned from your Stakeholders

A key concern from stakeholders has been the continued reductions in budgets for Cooperative Extension from all levels - Federal, State and County. This is causing continued erosion in programming. While grant funding helps they may not always be effective for meeting state or locality specific program needs.

IV. Expenditure Summary

1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)			
Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
1133757	0	0	0

2. Totaled Actual dollars from Planned Programs Inputs				
Extension			Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	1133758	0	0	0
Actual Matching	1133758	0	0	0
Actual All Other	854828	0	0	0
Total Actual Expended	3122344	0	0	0

3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous				
Carryover	0	0	0	0

V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	Global Food Security and Hunger: Agriculture, Natural Resources & Horticulture
2	Community and Economic Development
3	Health & Nutrition (Healthy Lifestyle & Food Choices)
4	Human & Family Development
5	Childhood Obesity
6	Climate Change
7	Food Safety
8	Sustainable Energy
9	Global Food Security and Hunger

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Global Food Security and Hunger: Agriculture, Natural Resources & Horticulture

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
111	Conservation and Efficient Use of Water	10%			
121	Management of Range Resources	25%			
122	Management and Control of Forest and Range Fires	15%			
205	Plant Management Systems	10%			
216	Integrated Pest Management Systems	15%			
307	Animal Management Systems	5%			
601	Economics of Agricultural Production and Farm Management	5%			
605	Natural Resource and Environmental Economics	5%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%			
806	Youth Development	5%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	14.0	0.0	0.0	0.0
Actual Paid Professional	10.9	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
367146	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
367146	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
276792	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

A variety of activities both educational outreach and applied research will be undertaken. Applied research will focus on both social and "best management practices" for Nevada as it relates to the areas of emphasis. At present the program is being revised and some components may be moved to other programs.

2. Brief description of the target audience

Target audience is multiple and varied. First, Nevada land managers both public and private. Second, stakeholders in water related issues (individuals, land owners, land managers, community leaders, business/industry, etc.). Third, home and business owners for horticulture and landscaping practices. Fourth, ag producers interested in sustainable and alternative agricultural practices. Youth in 4-H program are also a target audience although not the primarily focus for most of these programs. Fifth, community leaders, fire services, homeowners and others concerned with wildfires and mitigating impact of wildfires especially along the urban-rural interface.

3. How was eXtension used?

Cooperative Extension faculty are on several eXtension COPs and both use and contribute resources to eXtension.

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	37974	0	4263	0

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

Patent Applications Submitted

Year: 2011
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	62	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of phone call and e-mail request for information answered by Master Gardener volunteers.

Year	Actual
2011	12018

Output #2

Output Measure

- Number of green industry employees certified in proper horticulture techniques.

Year	Actual
2011	318

Output #3

Output Measure

- Number of best management practices site evaluations performed on private property in the Lake Tahoe region to protect the water quality of Lake Tahoe.
 Not reporting on this Output for this Annual Report

Output #4

Output Measure

- Number of individual land managers and private land/home owners reached directly with information about how to live more safely in high fire hazard environments.

Year	Actual
2011	4652

Output #5

Output Measure

- Copies of "Living with Fire" publications distributed.

Year	Actual
2011	26000

Output #6

Output Measure

- "Living with Fire" website hits.

Year	Actual
2011	76000

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of target audiences who learn best management or risk management/skills for alternative or sustainable agriculture.
2	Total acres planted or tested for potential alternative crops in Nevada.
3	Number learning best management practices for 'living with fire' and wildfire hazards.
4	Number of participants who apply or use best management or risk management knowledge/skills learned for alternative or sustainable agriculture.
5	Youth learning basic rangeland ecology of the Great Basin.
6	Farmer's market addresses issues in youth development, health & nutrition, horticulture, and agriculture program areas.
7	People learning how to produce more of their own food through the Nevada "Grow Your Own program."
8	Improving opportunities for niche production and marketing.
9	Seniors improving health and eating better with produce from local specialty crop garden demonstration project and other locally produce. ("Veggies for Seniors")

Outcome #1

1. Outcome Measures

Number of target audiences who learn best management or risk management/skills for alternative or sustainable agriculture.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	5918

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Although Nevada is the most urban state in the nation, and the driest state, this also means there is opportunity for small producers close to urban areas as well as larger producers. Given this situation and the economy both large and small producers are increasingly interested in risk management and alternative agriculture.

What has been done

A variety of statewide Risk Management Educational Efforts and the Nevada Beginning Farmer and Rancher Project have been expanded in 2011. Risk Management education efforts in 2011 (in conjunction with Utah State) included coordinating six different educational programs areas for Nevada producers, which included 44 different workshops on topics suggested from past risk management participants. Such topics as crop and livestock insurance program, business planning, and marketing of Nevada beef products were included.

Results

A total of 2,629 agriculture producers participated in one or more of the Nevada Targeted States Risk Management Programs. Comments by participants in various education activities included:

- * I was able to "break the barrier" and get enough information to jump into beekeeping. I would not have done this if it were not for the conference.
- * I have gained more knowledge after attending this workshop in the area of crops, programs and new developments in farming techniques.
- * This workshop helped me believe that we could do some farming to help our income. It put me in contact with people that could answer my questions. Because of this support we have started raising chickens, turkeys and eggs for more than ourselves.
- * The information obtained from the (small farms) conference will be shared with the community in which I live and work. This season, I have cut my water cost by 20%.

4. Associated Knowledge Areas

KA Code	Knowledge Area
121	Management of Range Resources
205	Plant Management Systems
216	Integrated Pest Management Systems
307	Animal Management Systems
601	Economics of Agricultural Production and Farm Management

Outcome #2

1. Outcome Measures

Total acres planted or tested for potential alternative crops in Nevada.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	1100

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In exploring possible alternative crops Cooperative Extension has been working with producers on the production 14 alternative crops that have the potential to be high value and low water use. One of those crops is teff.

What has been done

In 2011 1,100 acres were planted in teff. In 2011 efforts were concentrated on improving the marketing ability of the producers and expanding sales beyond the ethnic (Ethiopian) markets. Field research aimed at improving the agronomic techniques related to teff production was also continued. To increase the market share and consistency of teff produced in Nevada; Cooperative Extension began working closely with executives of a multi-national, purchasing and distribution company.

Results

Marketing efforts resulted in the signing of a new contract (October 2011) between Desert Oasis Teff Company and Bridgewell Resources for a minimum delivery of 250,000 pounds of Nevada

produced teff grain and flour over a 12 month period. A result of the contract is that Desert Oasis teff products are now the sole supplier of teff to Bob's Red Mill, a major retailer of non-gluten products in the U.S. Bridgewell resources has developed a promotional teff brochure <http://www.bridgewellresources.com/food-agriculture/bakery-teff.aspx> and two additional products (roasted teff, teff butter) as well as obtaining kosher certification to expand the marketing potential of Nevada teff. As of December 2011, Bridgewell Resources had accepted delivery of 84,000 pounds of teff grain with an additional 42,000 pounds slated for delivery in January 2012 indicating that current contract amounts may be substantially exceeded in 2012.

Production averaged approximately 4.5 tons/acre while prices rose significantly to an average of \$230.00/ton (\$1035/acre). Because of lower production costs both enterprises equal or exceed the average net income from alfalfa hay in Churchill, Eureka and Humboldt Counties. Most importantly, teff production reduced water use by approximately 1/3 as compared to alfalfa and input costs are approximately 1/2 of those associated with alfalfa.

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems
601	Economics of Agricultural Production and Farm Management

Outcome #3

1. Outcome Measures

Number learning best management practices for 'living with fire' and wildfire hazards.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	5879

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Living With Fire is a comprehensive, multi-agency project that is aimed at teaching people how to live more safely in high fire hazard environments. Much of Nevada is considered a high fire hazard environment, possessing all the ingredients necessary to support intense and

uncontrollable wildfires. Within this high hazard environment are individual homes, subdivisions, and entire communities. Last year alone 81 homes were destroyed or damaged because of fires in Reno and Washoe County alone.

What has been done

A variety of activities were undertaken by Extension (and many more by the partners) across Nevada related to "Living With Fire. Some of them are: 1) More than 26,000 copies of 17 LWF publications were distributed to program partners for distribution to target audiences and 30 publications were viewed 12,600 times on the website, 2) 22 requests for parent files filled to out-of-state entities; 3) the LWF and LWF-Tahoe websites were visited 76,000 times, 5) the two LWF exhibits were used at 21 events and produced 1100 direct contacts, 6) 13,000 copies of LWF were produced by out of state entities; and 7) 8 workshops were taught to 200 people; 8) 6 radio and 3 television interviews were provided; 9) a 30 second PSA including Extension aired 2,700 times on television and appeared in 68 movie theaters 32,000 times, 10) Lake Tahoe Basin specific televised PSAs ran 6,825 times, 11) LWF was featured in 17 newspaper stories and Extension wrote 7 newspaper articles, 12) a webinar was conducted which was viewed by 200 individuals nationwide 13) LWF Evacuation guidelines were published in 6 Nevada telephone directories and 14) Extension helped organize and facilitated a process to update and revise LWF recommendations with Nevada fire prevention specialists.

Results

One county fire chief stated "LWF has been developed as a true partnership amongst the fire services and University of Nevada Reno Cooperative Extension Program. . . . they have been an amazing partner in education. I would venture to say that this singular program is one of the most recognized University programs by the citizens of Nevada." A Zephyr Cove homeowner (Lake Tahoe) stated: "The Living with Fire Program provides the most comprehensive and understandable information available for Nevada Fire Council Chapter Leaders, cities and counties throughout the State of Nevada to educate property owners about having defensible space to protect their properties from destruction from wildfire. The information provided by Living with Fire has undoubtedly saved properties from millions of dollars in damage."

Many of the LWF materials and program have been adopted nationally by other states and eXtension.

4. Associated Knowledge Areas

KA Code	Knowledge Area
122	Management and Control of Forest and Range Fires
205	Plant Management Systems
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #4

1. Outcome Measures

Number of participants who apply or use best management or risk management knowledge/skills learned for alternative or sustainable agriculture.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	999

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Although Nevada is the most urban state in the nation, and the driest state, this also means there is opportunity for small producers close to urban areas as well as larger producers. Given this situation and the economy both large and small producers are interested in risk management and alternative agriculture.

What has been done

A variety of statewide Risk Management Educational Efforts and the Nevada Beginning Farmer and Rancher Project have been expanded in 2011. Risk Management education efforts in 2011 (in conjunction with Utah State) included coordinating six different educational programs areas for Nevada producers, which includes 44 different workshops on topics suggested from past risk management participants. Such topics as crop and livestock insurance program, business planning, and marketing of Nevada beef products were included.

Results

A total of 2,629 agriculture producers participated in one or more of the Nevada Targeted States Risk Management Programs. Six-month follow-up evaluation results show that 38% of participants had incorporated skills and information from workshop sessions and 69% felt that the program topics were very critical to today's agricultural operations.

4. Associated Knowledge Areas

KA Code	Knowledge Area
121	Management of Range Resources
205	Plant Management Systems
216	Integrated Pest Management Systems
307	Animal Management Systems
601	Economics of Agricultural Production and Farm Management
806	Youth Development

Outcome #5

1. Outcome Measures

Youth learning basic rangeland ecology of the Great Basin.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	32

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
121	Management of Range Resources
205	Plant Management Systems
605	Natural Resource and Environmental Economics
806	Youth Development

Outcome #6

1. Outcome Measures

Farmer's market addresses issues in youth development, health & nutrition, horticulture, and agriculture program areas.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The mission of the Tonopah Farmers Market (TFM) is ". . . to promote economic development, encourage healthy eating habits, and increase the quality of life for residents of local and surrounding communities." Cooperative Extension worked with the TFM community board in developing this mission statement and helps facilitate its activities.

What has been done

Cooperative Extension continued to bring University research to the committee and volunteers while being a liaison with local government, market evaluator and advisor to the Board. Extension faculty continued to teach volunteers how to manage conflict and to work collaboratively with other entities. Extension coordinated two special events to promote horticulture and healthy eating-the plant swap and a chili cook-off, and helped the Board develop a plan to address the absence of our local anchor vendor next season. The TFM also took an integrated approach to addressing issues in youth development, health & nutrition, horticulture, and agriculture program areas.

Results

Building on assistance from previous years, the volunteers completed a grant application to the Town of Tonopah to advertise the market.

Volunteers and 47 vendors worked together in 2011 to create an atmosphere more conducive to multigenerational interaction. The TFM had 17 community volunteers from 11 to 72 years old, which allowed for multi-generational interaction, extensive community involvement and leadership capacity building. Volunteers and vendors worked to engage more seniors in the market by selling sugar-free baked good, portion size products and by partnering with USDA to bring the Senior Farmers Market Nutrition Program to Tonopah, which allowed low income seniors to purchase fresh produce.

It is common knowledge and well researched that farmer's markets stimulate local economies directly and indirectly. Additionally, the volunteer run Tonopah Farmers Market has helped to build capacity and strengthen the community. The farmer's market volunteers believe that their efforts have strengthened their community.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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601	Economics of Agricultural Production and Farm Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #7

1. Outcome Measures

People learning how to produce more of their own food through the Nevada "Grow Your Own program."

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	110

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Grow Your Own, Nevada is a new fee-based program developed that provides horticultural information to homeowners who desire to become successful backyard food producers in our unique high-desert climate.

What has been done

The program consisted of eight two-hour sessions and covered topics ranging from vegetable cultivar selection to composting and harvesting/ preserving.

Results

A survey of participants found an average of 30% knowledge gain over what they knew prior to attendance. County Extension faculty were pleased with the impacts in their counties and 11 counties have signed up for the coming spring class series.

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

806 Youth Development

Outcome #8

1. Outcome Measures

Improving opportunities for niche production and marketing.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Agriculture in rural Nevada largely centers on alfalfa hay and calf production. Farms in the area are small and medium-sized operations with the average income per operator in 2004 being below \$26,000 per year. Research shows that cow-calf operations and hay production provide little profit or losses for the farms and ranches in Nevada. Producers in these desert regions are recognizing a need to diversify their operations to increase their marginal returns so the farms/ranches are sustainable. Literature and experience in other states has shown that direct marketing to consumers through farmer's markets, CSAs, and marketing to gourmet restaurants and specialty stores can provide producers with a dependable, higher-end priced market.

What has been done

A variety of educational programs have been undertaken in Lincoln County to help producers diversify and/or find new market opportunities. Extension programming was also directed at helping develop a local food processing facility for small scale local food processing.

Results

First, a 55 minute documentary, called "Jumping through Hoops," was published on the impact of the hoop house project with producers. This documentary contains interviews with the producers talking about how the 3 year research project taught them about niche crop opportunities. In the video the producers discussed how they have built their businesses as a result of the Extension's project with them. The video will be posted and distributed online, posted on websites and YouTube.

Second, on September 16, 2011 Lincoln County achieved approval for Food Processing in the Caliente Elementary kitchen from State Health Inspector and started renting the kitchen for use. A tasting panel reviewed a variety of canned products and selected 4 items to be the first

products sent for FDA approval. Packaging information was assembled for the 4 canned products and a variety of other products including: fresh cleaned and packaged greens, herbs and cut vegetables; fresh salsas, sauces and dips; canned jams, preserves and jellies; canned acidified pickles, salsa, and sauces; fresh vegetables frozen; and dehydrated vegetables and herbs, to be presented to the local health inspector.

Third, sixteen landowners/managers out of the 110 in Lincoln County have continued diversifying into new specialty crops.

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
205	Plant Management Systems
601	Economics of Agricultural Production and Farm Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #9

1. Outcome Measures

Seniors improving health and eating better with produce from local specialty crop garden demonstration project and other locally produce. ("Veggies for Seniors")

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	27

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is limited access of fresh vegetable to Senior Citizens in Hawthorne. These Seniors are home bound and lack plant foods in their diet.

What has been done

The Veggies for Seniors program, created in 2009, was a spin off from the Veggies for Kids program. This program utilized all the fresh vegetables available from the specialty crop garden demonstration project to promote proper nutrition to seniors. The 14-week program gave available fresh vegetables to limited number of seniors, while providing education in healthy

eating tips and healthy recipes. Healthy Communities Coalition provided funding (\$3,500) to purchase locally grown fruit and vegetables from Lattin Farms as needed for low-income seniors, and pay for operational expenses of the specialty crop demonstration garden.

Results

Twenty-seven Mineral County Senior Citizens benefited from the Veggies for Seniors program in 2011 with 98% of the vegetables and fruits grown in the Hawthorne community. This year there was a waiting list for the program and all seniors rated the program a top priority and a success; and participants (75%) felt the program improved their overall financial condition by having access to local garden vegetables. Senior participants reported that the program had improved their eating habits by 67%, and reported the program had improved their overall health by 57.2%. Several seniors reported that this was the first time they had cooked and eaten eggplant.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction

remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

Positions related to this program have already been reduced and further reductions may occur

As the driest state in the nation, as well as the most urban, water is always an issue and the 2011-2012 winter has been extremely dry.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation results are included in the report on program outcomes. Cooperative Extension expects all faculty to conduct researched based evaluations of their major programming and these are reviewed as a part of their annual evaluation process. Evaluations are typically pre-post testing both to cover knowledge change and change in behavior. Qualitative data is also collected in written or verbal statements from program participants. Where possible post data collection is done at a point in time where learning could have been implemented for possible behavior change.

Faculty may conduct evaluations on their individual activities as well as work in teams or collaborate with other faculty or partners in data collection and analysis.

Key Items of Evaluation

None at this time beyond those already noted in the "state defined outcomes" section.

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

Community and Economic 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
608	Community Resource Planning and Development	60%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%			
805	Community Institutions, Health, and Social Services	20%			
806	Youth Development	10%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	4.0	0.0	0.0	0.0
Actual Paid Professional	3.8	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
130642	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
130642	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
98491	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Community planning and/or economic development activities are of increasing importance. Therefore, Cooperative Extension has been increasingly active in working with the Nevada Rural Development Council on "community assessments" with local community groups. Also the development and use of the multi-state "Community Business Matching Model" program is designed to help local communities make decisions about their economic development efforts. Both are intensive collaborative programs and will be provided to a limited number of communities in economic modeling and/or conducting community asset mapping.

While funding has limited major expansion of "leadership development" opportunities, Cooperative Extension continues to provide training in this subject matter for existing community organizations and groups. There has, however, been some expansion to new counties and groups. Cooperative Extension is partnering and working more with other groups and organizations on their "leadership" and community planning/activity efforts rather than developing separate-stand alone Cooperative Extension programs.

Faculty are working with the national extension program "Rural Health Works", and will continue work on rural health care sector issues in rural Nevada.

2. Brief description of the target audience

Targeted audiences will be individuals, communities and groups who are interested in community planning and/or economic development, "community assessments," and "leadership development" programming.

3. How was eXtension used?

Faculty are working with the national extension program "Rural Health Works", and will continue work on rural health care sector issues in rural Nevada.

Faculty are also on involved with the eXtension Entrepreneurship project. 2011 they helped develop questions and answers that will be used in the Q&A section. Also developed voice-over-power points and web based instruction that will be used in this program.

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	5353	0	551	0

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

Patent Applications Submitted

Year: 2011
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	6	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of individuals learning new leadership or economic development skills/knowledge.
2	Number of individuals applying or using new leadership or economic development skills/knowledge in their organizations or communities.
3	Number of communities completing Rural Health Works program.
4	Number of community pepole involved in "community assessment" of their local community.
5	Community economic development activities and successes using the Community Business Matching (CBM) Model.

Outcome #1

1. Outcome Measures

Number of individuals learning new leadership or economic development skills/knowledge.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	966

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many local communities, especially in rural areas, lack the opportunities for individuals to gain the leadership related skills/knowledge to be effective in addressing local community needs/issues. In addition organizational and leadership skills are critical for both public and private organizations to be successful.

What has been done

UNCE is working with others to develop and implement such leadership training programs around the state through regular trainings.

A variety of leadership development programs are being implemented around the state with local sponsors/supporters. These typically involve multiple sessions over a year where in communities where participants will increase their leadership-related knowledge, understanding and skills. In 2011 the number of such activities have been expanded.

Results

Examples of outcomes for a variety educational efforts related to organizations, leadership or economic development are many and varied. For example:

* 100% of participants in the Washoe County Engaged Leadership Academy All participants (100%) rated the EL program as effective to very effective regarding, organization and preparation, teaching style and delivery, responsiveness to students, creating a learning environment and the content of the training. Likewise participants had significant knowledge gain over all topic areas taught ($p < .0001$). Qualitative responses include the following, "Through WCELA I gained a much better understanding of our County, how it runs and how it is managed. I also have learned a great deal about how to interact as an involved citizen with our local government. As well as how to become an active and engaged volunteer." Another said: "It {WCELA} met and exceeded my expectation of exposure to the County Services and employees. What an opportunity and I feel very lucky to be chosen."

- * Ely (White Pine County) "Engaged Leadership" participants were responsible for identifying a community project and completing the action plan they create, revise and amend during the course of the program. All projects, with the exception of the one, were completed by June 2011.
- * Evaluation of programs in Douglas and White Pine Counties showed that participant knowledge gain on topic areas were all found to be significant ($p < .0001$).

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #2

1. Outcome Measures

Number of individuals applying or using new leadership or economic development skills/knowledge in their organizations or communities.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of communities completing Rural Health Works program.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #4

1. Outcome Measures

Number of community people involved in "community assessment" of their local community.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	920

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #5

1. Outcome Measures

Community economic development activities and successes using the Community Business Matching (CBM) Model.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Government Regulations

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

It is likely that programming will decrease in community and economic development with reductions in funding and faculty/staff. Whether the legislature provides and funding enhancement for FY 13 may not be known until June of 2012.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation results are included in the report on program outcomes. Cooperative

Extension expects all faculty to conduct researched based evaluations of their major programming and these are reviewed as a part of their annual evaluation process. Evaluations are typically pre-post testing both to cover knowledge change and change in behavior. Qualitative data is also collected in written or verbal statements from program participants. Where possible post data collection is done at a point in time where learning could have been implemented for possible behavior change.

Faculty may conduct evaluations on their individual activities as well as work in teams or collaborate with other faculty or partners in data collection and analysis.

Key Items of Evaluation

None at this time beyond those already noted in the "state defined outcomes" section.

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Health & Nutrition (Healthy Lifestyle & Food Choices)

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	45%			
723	Hazards to Human Health and Safety	5%			
724	Healthy Lifestyle	20%			
802	Human Development and Family Well-Being	15%			
806	Youth Development	15%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	6.0	0.0	0.0	0.0
Actual Paid Professional	4.7	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
120564	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
120564	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
90982	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary goal is "better individual health, better quality of life and lower medical costs throughout their lifespan." Adopting a healthy lifestyle and food choices are necessary for individuals of all ages to maintain optimal health throughout their lifespan. The various activities of this program are designed to provide health & nutrition educational programs where individuals, families, medical professionals and care givers can learn the benefits of a healthy lifestyle and proper food habits which promote health and wellbeing.

A variety of activities are undertaken to reach at risk individuals, especially minorities, with appropriate information. Publications and curriculum materials are developed for use both in and out of formal educational settings. Nutrition education programs are provided in school classes for older youth, new parents, low income and other audiences as well as the general public. Newsletters, publications and other informational materials are distributed through senior centers and to professional health educators as well as to the general public through the UNCE website.

The number of contacts has declined because of faculty/staff turnover (budget reductions), reporting and expansion of programming under childhood obesity.

Programs that primarily focus on Childhood Obesity are reported as a separate program while other youth related programming is reported here. Thus the FTE reported changes. In the future there may be some additional "breaking out" of efforts that may fit better under the "Childhood Obesity" label.

The radon education program will continue to encourage and provide testing kits for radon testing, training for the general public as well as those in the building industry.

2. Brief description of the target audience

Targeted audiences are varied. One target audience is those who train or education others about health lifestyles and food choices (medical professionals, professional care givers) as well as individual adults and youth of all ages. A second target audience is families at risk as well as minorities. A third target audience is home and business owners for radon education.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	29966	0	15488	0

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	16	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of students reached through programs in school classes about healthy food choices.
Not reporting on this Output for this Annual Report

Output #2

Output Measure

- Number of health professional and others trained/educated about breastfeeding.

Year	Actual
2011	60

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of individuals (adults & youth) who will learn knowledge or skills necessary to make healthy lifestyle and food choices for themselves or those they care for (knowledge learned).
2	Number of individuals (adults & youth) who adopt one or more healthy lifestyle practices or food choices (behavior).
3	Number of participants in a diabetes education program (An Ounce of Prevention) improving their knowledge of risk factors for diabetes or making lifestyle changes to reduce their risk for diabetes.
4	Number of students increasing awareness, knowledge and/or skills related to increasing the consumption of calcium rich foods.
5	Number of radon test kits distributed and used in Nevada.
6	Number of home mitigations of homes with elevated radon levels indicates changed behavior and a home with less radon risks.
7	Changes in attitude, knowledge, and practice of young adults regarding general nutrition and health, specific issues of pregnancy and breastfeeding and parenting guidance ("Nurturing Partners")
8	Improving nutrition and health living for seniors receiving food commodity assistance

Outcome #1

1. Outcome Measures

Number of individuals (adults & youth) who will learn knowledge or skills necessary to make healthy lifestyle and food choices for themselves or those they care for (knowledge learned).

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	3740

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being
806	Youth Development

Outcome #2

1. Outcome Measures

Number of individuals (adults & youth) who adopt one or more healthy lifestyle practices or food choices (behavior).

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	550

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Cardiovascular disease (CVD), primarily heart disease and stroke, causes more deaths across gender, race, and ethnicity than any other disease. Minorities have disproportionately high rates of death and disability from CVD. In 2007, African Americans had the highest age-adjusted rate of heart disease mortality in Nevada at 298.9 deaths per 100,000. Research shows that maintaining a healthy diet and lifestyle offers the greatest potential of all known approaches for reducing the risk for CVD in the general public.

The primary goal of "Food for Health and Soul/Cocinando Delicioso Y Saludable" adopting a healthy lifestyle and food choices.

What has been done

Six-session hands-on curriculum was taught at 10 senior centers, 10 public housing sites, 14 public schools, 3 public/community health centers, 5 head start centers, 1 community center and 3 youth education sites reaching 550 participants.

Results

Food for Health and Soul Pre-assessment data was collected from 271 participants, post-assessment data was collected from 167 participants, and post-post-assessment data was collected from 40 mailed responses. Surveys revealed that respondents made healthier choices after the conclusion of the program, and continued to make healthy choices three months after the workshop ended. Some of the highlights include:

- * Those that read food labels and nutrition facts panels to limit salt and sodium intake increased from 46% to 92%.
- * Those that read food labels and nutrition facts panels to avoid salt and sodium intake increased from 47% to 87%.
- * Those avoiding soft drinks as a beverage for their family increased from 51% to 89%.
- * Those choosing low-fat or fat free snacks increased from 35% to 67%.
- * Those avoiding butter, margarine, gravy, mayonnaise, or salad dressing with oil increased from 28% to 57%.
- * Those choosing low-fat or fat free lunch meats increased from 52% to 79%.
- * Those avoiding nut breads, biscuits, croissants, and choosing low-fat or fat free breads increased from 34% to 61%.

Cocinando Delicioso y Saludable Pre-assessment data was collected from 205 participants, post-assessment data was collected from 163 participants, and post-post-assessment data was

collected from 12 mailed responses. Surveys revealed that respondents made healthier choices after the conclusion of the program, and continued to make healthy choices three months after the workshop ended. Some of the highlights include:

- * Those that read food labels and nutrition facts panels to avoid salt and sodium intake increased from 35% to 75%.
- * Those that read food labels and nutrition facts panels to limit salt and sodium intake increased from 36% to 75%.
- * Those using herbs and spices to season foods in place of salt increased from 42% to 75%.
- * Those avoiding eating red meat increased from 28% to 83%.
- * Those choosing baked, broiled or boiled chicken without skin instead of red meat increased from 44% to 91%.
- * Those avoiding butter, margarine, gravy, mayonnaise, or salad dressing with oil increased from 37% to 83%.
- * Those choosing low-fat or fat free products over regular products increased from 51% to 91%.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being
806	Youth Development

Outcome #3

1. Outcome Measures

Number of participants in a diabetes education program (An Ounce of Prevention) improving their knowledge of risk factors for diabetes or making lifestyle changes to reduce their risk for diabetes.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	1879

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Diabetes (type 2) is a preventable disease. Learning about one's risk helps delay the onset or diminish the extent of this disease in adulthood. Such knowledge leads to reduced health care costs and human suffering.

What has been done

Lessons were started in 6 new sites that met SNAP-eligibility requirements. Overall, 17 SNAP-eligible sites completed all lessons.

Results

Using a post test only evaluation, 63.6% of respondents reported very good to quite good eating habits over the past month (during attendance in Ounce of Prevention). In addition, 55% reported consuming 3 or more servings of fruits and vegetables daily. Using a post-pre test format, 39% of respondents (n=146) of completed program participants indicated an increase in knowledge about diabetes risk.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Number of students increasing awareness, knowledge and/or skills related to increasing the consumption of calcium rich foods.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	2381

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A needs assessment conducted by the Nevada Nutrition Network (of which Cooperative Extension was a member) identified target audiences and educational priorities for food stamp recipients in Nevada. It was determined that there was a need to increase consumption of low-fat calcium-rich foods among children (particularly females) ages 11-14 years. This determination was based on low intakes of calcium, among other nutrients, in girls of this age group. If calcium needs are not met during this critical development stage, the risk of osteoporosis increases in later life. Continued updating of the data collected from this initial needs assessment data has continued to justify the need for the continuance of this program. Adolescent children ages 14-18 have the lowest average daily intake of milk - only 7.8 ounces. Since the Dietary Reference

Intake for calcium is greatest for those between the ages of 9 and 18 years (1300 milligrams), education is necessary to reach those in greatest need of increased calcium intake. Current Nevada data supports the need for increased consumption of high calcium foods with only 8.5% of girls and 20.1 % of boys reporting consumption of three or more glasses of milk per day.

What has been done

The Calcium, It's Not Just Milk program is a train-the-train program in which Cooperative Extension trains middle school health teachers to teach a week-long curriculum to their health students. The goal is to increase awareness, knowledge, and skills among the target audience (11 to 14 year old middle school students) related to increasing consumption of calcium-rich foods. It was implemented in 9 schools in 2011 and reached 2381 individuals. In Clark County Cooperative Extension trains and supervised program staff who implemented the program.

Program content focuses on: 1) increasing perceived susceptibility of osteoporosis risk, 2) increasing awareness of the benefits of increased calcium intake, 3) enhancing knowledge of the relationship between diet and health; and 4) decreasing barriers related to eating more calcium-rich foods.

Results

Pre and post testing was done of program participants (N=2,281). After completing the program, students showed significant ($p < 0.0001$) improvement on all questions from pre- to post-test the core curricular concepts related to (a) their knowledge and understanding of calcium and growth, bone health, distribution of calcium in the body, importance of physical activity, and disease prevention, b) their knowledge of the calcium intake recommendation for their age group; c) their ability to identify calcium-rich foods; and d) their ability to interpret food labels to identify calcium-rich foods.

4. Associated Knowledge Areas

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

Outcome #5

1. Outcome Measures

Number of radon test kits distributed and used in Nevada.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	4572

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Radon is a naturally occurring radioactive gas that has no odor, color or taste and is produced by the breakdown of uranium in soil, rock and water. When it enters a building, it can accumulate and present a health concern for occupants. radon decay products, which are solid particles that become suspended in air. They are extremely small and easily inhaled, where they can attach to lung tissue. Not everyone exposed to radon will get lung cancer, but the greater the amount of radon and the longer the exposure, the greater the risk of developing lung cancer. Radon is classified as a Group A carcinogen, a substance known to cause cancer in humans. Next to smoking, scientists believe that radon is associated with more lung cancer deaths than any other carcinogen. More than 20,000 Americans die of radon-related lung cancer each year.

What has been done

The Nevada Radon Education Program is a partnership with the Nevada State Health Division to educate Nevadans about the possible health risk that elevated levels of radon in the home poses. Its target audience includes homeowners, homebuilders, Realtors, home appraisers, home inspectors, code officials, medical professionals, policy makers and the general public.

The program promotes the radon message to anyone who lives in a home or works in an office building, as radon is a health risk when trapped in buildings. Educational programs, displays and materials are made available at public events (health fairs, home shows, etc.) through mass media and at various public events or where people go. The Nevada Radon Education Program Web site, www.unce.unr.edu/radon was established in November 2008. The Web site is a comprehensive source of information for a variety of stakeholders: homeowners, home buyers, home sellers, Realtors, builders, certified radon testers, and certified radon mitigators.

Results

1. In 2011 4,527 people requested a test kit from Extensions radon program. In addition, at least 472 people purchased test kits from outside sources in 2011
2. 2,322 test kits were used in 2011 from our program's distribution, resulting in 51% usage. In addition, 472 test kits were used from outside sources in 2011.
3. 138 homes were known to have been tested for real estate transactions in 2011, an increase of 34 homes from 2010.
4. 19 homes were reported built RRNC in 2011, a decrease of six from 2010.
5. In 2011, the website data shows that there were 85,995 hits, an increase of 24,994 from 2010.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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723	Hazards to Human Health and Safety
724	Healthy Lifestyle

Outcome #6

1. Outcome Measures

Number of home mitigations of homes with elevated radon levels indicates changed behavior and a home with less radon risks.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	110

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
723	Hazards to Human Health and Safety
724	Healthy Lifestyle

Outcome #7

1. Outcome Measures

Changes in attitude, knowledge, and practice of young adults regarding general nutrition and health, specific issues of pregnancy and breastfeeding and parenting guidance ("Nurturing Partners")

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Improving nutrition and health living for seniors receiving food commodity assistance

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

One specific programming effort focused on senior citizens ("Eat Smart Live Strong"). The chief of the Nevada State Food Distribution Program contacted Cooperative Extension to collaborate with them to address the need for nutrition education for Nevada's senior commodity food recipients. In collaboration with the Cooperative Extension developed and conducted a survey of the commodity foods distribution sites in Nevada to better understand the nutrition education needs of the seniors from the distributors' point of view.

Results showed the sites felt there would be interest among seniors receiving commodity foods in the following nutrition education areas:

- * Classes showing seniors how to grow herbs and small vegetables in window pots and how to use them in recipes with commodity foods.
- * Food safety tips for storing commodity foods
- * Flyers with nutrition and physical activity tips
- * Recipes for using commodity foods
- * Samples of recipes made with commodity foods
- * Nutrition information related to chronic disease (such as heart disease, diabetes, and hypertension)
- * Recipe demonstrations and food tastings

What has been done

Cooperative Extension developed a program which incorporated herb growing and plant maintenance with nutrition and the use of herbs in flavoring of recipes using commodity foods.

Results

A total of 112 seniors attended some or all of the classes. Pre and post evaluation results were

collected and showed. Evaluation results showed that among the planning, selecting and fixing foods questions, significant impact was shown on the following:

- * Fewer participants reported that they run out of food before the end of the month (p-value=0.136)
- * More participants reported that they prepared food without salt (p-value=0.044)
- * More participants reported that they used the Nutrition Facts label when making food selections (p-value=0.053)

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Government Regulations
- Other (Grant Funding)

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

It is likely that programming may decrease with reductions in funding and faculty/staff. Whether the legislature provides and funding enhancement for FY 13 may not be known until June of 2012.

Grant funding availability is a key element in this program area. With reductions in faculty/staff and reductions in faculty FTE there will be a greater need for grant funding.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation results are included in the report on program outcomes. Cooperative Extension expects all faculty to conduct researched based evaluations of their major programming and these are reviewed as a part of their annual evaluation process. Evaluations are typically pre-post testing both to cover knowledge change and change in behavior. Qualitative data is also collected in written or verbal statements from program participants. Where possible post data collection is done at a point in time where learning could have been implemented for possible behavior change.

Faculty may conduct evaluations on their individual activities as well as work in teams or collaborate with other faculty or partners in data collection and analysis.

Key Items of Evaluation

None at this time beyond what is reported as outcomes of various activities.

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Human & Family 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
702	Requirements and Function of Nutrients and Other Food Components	5%			
703	Nutrition Education and Behavior	5%			
802	Human Development and Family Well-Being	65%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	15%			
806	Youth Development	10%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	12.0	0.0	0.0	0.0
Actual Paid Professional	4.7	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
302683	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
302683	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
228192	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

A variety of activities will be undertaken including capacity building for other youth and family professionals through education classes and workshops, newsletters, and publications including curriculum. Some curriculum and materials will be web based as well. Also, a variety of activities (workshops, newsletters, one on one interventions, etc.) will be directly focused on youth and families at risk.

2. Brief description of the target audience

Target audiences include:

- Child care providers & other youth/family professionals
- Parents/families
- At Risk Youth & Families including Military families (Regular, Reserves and National Guard) and seniors

3. How was eXtension used?

A number of faculty involved in this program area are active on eXtension COPs.

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	22497	0	30458	0

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	27	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth and parents graduated from the entry level juvenile offenders program (MAGIC).
Not reporting on this Output for this Annual Report

Output #2

Output Measure

- Number of adults and youth reached in the Family Storyteller literacy program.

Year	Actual
2011	2672

Output #3

Output Measure

- Number of youth reached through traditional 4-H Club membership.

Year	Actual
2011	3551

Output #4

Output Measure

- Number of youth reached through 4-H youth development programs through non-4-H Club membership (ES 237).

Year	Actual
2011	36099

Output #5

Output Measure

- Child care providers receiving training to improve their child care skills.

Year	Actual
2011	3652

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Child care providers and family/youth professionals learning new knowledge or skills.
2	Youth and parents improving literacy skills.
3	Youth 16-25 who are unemployed and not in school develop job and life skills ("Bootstraps" program) to transition into gainful employment.
4	Juvenile offenders and parents/guardians participating in Project MAGIC develop the positive skills and attitudes designed to leave the criminal justice system and become productive members of society.
5	Youth learning or improving "soft skills" for workforce preparation (Career Edge).
6	Youth training and learning to work as part of local Community Emergency Response Teams (CERT).

Outcome #1

1. Outcome Measures

Child care providers and family/youth professionals learning new knowledge or skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	3652

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The training and education of the child care provider is one important factor associated with the quality of care they provide (Kreader, Ferguson, Lawrence, 2005). On-going professional development of child care providers is an important part of providing quality care to young children in Nevada. A 2007 survey of child care providers indicated their interest in additional training as well as topics of interest.

What has been done

The majority of child care provider education offered by UNCE were class series on various topics and/or issues.

Results

Evaluations (primarily pre-post test) were conducted for a number of components used in various child care provider training. Some of the some of the statistically significant results found are summarized below:

- * Pre-post evaluation of the Growing Healthy, Happy Infants and Toddlers workshops found a significant increase ($p < .001$) in perceived knowledge and correct answers to various questions about infant/toddler development after attending the training.
- * New Provider Series (5 hours of training taught 21 times): A pre- and posttest paired samples t-test ($n=551$) found a statistically significant increase in knowledge gained ($p < .001$) for each of the types of abuse and neglect.
- * Infant Health and Safety Series (9 hours taught 12 times): A pre- and posttest paired sample t-test ($n=283$) found a statistically significant increase in knowledge gained ($p < .001$) on ways to reduce the risk of Sudden Infant Death Syndrome.
- * Development and Behavior Series (15 hours of training taught 12 times) pre- and posttest paired t-test ($n=269$) found a statistically significant increase in knowledge gained ($p < .001$). Child

care providers had a greater understanding of the development and growth of young children and how to promote appropriate behavior.

- * Child care providers increased in knowledge on preparing for emergencies and providing a safe and healthy environment for young children.

- * Child care providers increased in knowledge of implementing appropriate transitions for preschoolers and promoting positive behavior.

- * Child care providers increased in understanding of temperament and how to respond to challenging behaviors.

- * Child care providers increased in understanding of developmentally appropriate interactions, environments and activities for young children.

- * Child care providers increased in knowledge on how to care for infants and toddlers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #2

1. Outcome Measures

Youth and parents improving literacy skills.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Youth 16-25 who are unemployed and not in school develop job and life skills ("Bootstraps" program) to transition into gainful employment.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	72

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Census data indicate that Nevada's rural communities have some of the highest rates in the nation regarding issues related to youth having difficulty transitioning to the workplace or adulthood. Additionally, the most vulnerable families, those headed by single females, are targeted for this program. Research supports the need for targeting these families with the least financial resources and family support to help the children prepare themselves for the world of work.

What has been done

In each of the locations where Bootstraps was conducted a job coach was hired and trained in positive youth development methods, how to work with agency partners, effective communication, and conflict resolution. They were also provided training in 80-hour safety and weed control trainings, with topics such as pesticide applicator safety, UNR policies, emergency communication, vehicle maintenance and safety, off-road and defensive driving, and first aid. Participants were also taught a 40-hour life skills curriculum throughout the six-month program. Participants spend 36 hours per week in natural resource management related fieldwork. Their work included surveying land for invasive weeds, applying herbicides, and weed removal, etc. Bootstraps participant received over 900 hours of educational programming.

Results

The program evaluation includes the following instruments developed for this program: 1) Bootstrap safety training pre-post survey, (2) The risk-protective factor pre-post survey, (3) The field work pre-post survey completed by the job coach. (4) The long-term follow-up interview that is conducted at the beginning and end of the initial three to six month work program and annually for a period of 5-years. (5) The portfolio worksheets that young adults complete during the program.

Cumulative data prepared for the granting agency at the end of the 5-year project shows the following results:

- * Participants were significantly more likely to report having greater efficacy in completing tasks related to job safety from pre-to-post (Note: these safety skills are particularly important since these youth drive in mountainous terrain, use chainsaws, mix and spray chemicals to kill weeds, and work and camp in very remote locations that are hundreds of miles to the nearest hospital.)
- * Participants showed a significant improvement in life skill scores suggesting an improving trend in life skill scores from pre-to-post.
- * Participants also showed a significant improvement in knowing at least two ways to save money.
- * Although not statistically significant, participants did show positive trends in interpersonal skills such as being friendly, being respectful to others, working well in a team, and having a positive attitude from pretest to post test.
- * Participants showed a statistically significant increase in understanding how to get the job they want. Although not statistically significant, participants did show a positive increase in knowing where to find information about jobs, confidence in finding jobs, and confidence about living on their own.
- * Participants were significantly more likely from pre-to-post to prepare for work properly, complete their jobs properly, have a positive attitude and clean appearance, and demonstrate better team work skills as rated by their job coaches.
- * Participants were significantly more likely to report having good problem solving and decision-making abilities, better communication skills, leadership skills, or health habits from pre-to-post as

rated by their job coaches from pre-to-post.

* There were increases in every category of the Portfolio Rubric. The tasks that were measured were identifying strength and weaknesses, problem solving, communication, behavior, leadership, responsibility, setting goals and reaching goals. The means of the average pre-test and post-test scores increased a total of 112%.

* Long-term results: Participant interview data revealed: participants expressed changes in acceptance of responsibility for their current situation and future direction, a recognition and willingness to use community resources for help, and ability to take pride in their work.

* Follow-up phone calls to past program participants were completed to track their progress in their school and work pursuits after Bootstraps. Local Extension offices were able to talk with ninety percent of the 72 program graduates. With a few exceptions, participants are in school or working. These graduates continue to use their local extension staff as job references and to discuss issues in their lives.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #4

1. Outcome Measures

Juvenile offenders and parents/guardians participating in Project MAGIC develop the positive skills and attitudes designed to leave the criminal justice system and become productive members of society.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	240

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Violence and crime among youth continues to be an enormous problem for families and communities nationwide. A survey completed by the University of Nevada, Reno for the Elko County Commissioners indicated that few alternatives other than jail were available for local youth

--resulting in a large recidivism rate. In addition, a study of all adjudicated youth in Nevada found this to be a problem for both urban and rural communities.

What has been done

MAGIC is a program for entry-level juvenile offenders to help them get out of trouble and become productive adolescents resulting in future saving to tax payers. The juvenile offenders learn about self-responsibility, decision making, conflict management, goal setting, communication, leadership, problem solving and drug prevention in 20-hours of training. Parents participate in 12 hours of training to support these skills at home after the program is over. 240 youth and adults were reached the past year at locations in.

Results

The participants completed the 25-question version of the survey first administered in 2010.

Youth Pre and Post-Test Comparisons revealed that after completing the program, youth reported a significant increase in setting goals for themselves ($p < .05$). Participants also reported a marginally significant increase in being more likely to stay out of trouble ($p < .09$).

* Parent Pre and Post-Test Comparisons- Parents reported believing that their children were more likely to set goals for themselves ($p < .05$). Parents also reported significant increases in their beliefs that their children considered self-discipline important to their success ($p < .05$).

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #5

1. Outcome Measures

Youth learning or improving "soft skills" for workforce preparation (Career Edge).

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	844

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Recent research shows that employers are facing an ill-equipped emerging workforce (America's Promise Alliance, 2007; "Are They Ready to Work," 2006). The skills that are deficient in most recent high school and college graduates repertoires are referred to as applied or "soft" skills. Proficiencies in the areas of leadership, teamwork, critical thinking, problem solving and decision-making are all under the soft skills umbrella. Both federal and international commissions have concluded that these skills are essential prerequisites for high school graduates to enter the workforce successfully. Unfortunately, there exists today a significant gap between the level of soft skills that future workers need and the level of these skills that they now possess. According to Are They Ready to Work, three-quarters of surveyed employers said that incoming high school graduates were deficient in these "applied skills." Additionally, 40% of employers said that the high school graduates they hire lack enough of the "soft" skills they need even for entry-level jobs. The data showed that young people lack not only the skills themselves but important opportunities to develop them.

What has been done

Career Edge is a workforce readiness program for high school students focused on skill development for workplace and job success. Career Edge helps high school students prepare to get their first "paying" job while working toward their dream job or career. Career Edge provides information and training on interview skills, resume development, filling out applications, finding job leads and selecting appropriate clothing for the workplace. In addition, many "soft skills" needed in the workplace such as decision making, teamwork, problem solving and leadership are integrated through out the program.

The 70 page "Career Edge" student workbook was redesigned and finalized. It was used to teach 844 students in 6 schools.

Results

Evaluation involved both pre-post tests for participants [N = 820] After completing the program, participants had significant ($p < .01$) improvement in (a) their ability to make good decisions, (b) their ability to solve problems effectively, (c) their leadership skills, (d) their ability to set and achieve goals and (e) their awareness of their ability to contribute when working as part of a team.

In regards to practical career-related skills, participants believed that they were more likely to know how to fill out a job application, how to dress appropriately for a job interview, how to conduct themselves appropriately in an interview, more likely to know what types of jobs or careers fit their personal interests and that their school subjects had a direct effect on their future career choices and success ($p < .001$).

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #6

1. Outcome Measures

Youth training and learning to work as part of local Community Emergency Response Teams (CERT).

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The 4-H Shelter Program (AES) identified and trained youth and adult teams to use geospatial technology to enhance local community emergency preparedness efforts.

While most formal training for disaster response involves adult-directed programs, the 4-H Alert, Evacuate and Shelter (AES) program provided justification that youth can also serve as critical resources in the face of disaster.

What has been done

The Nevada 4-H Teen CERT program, educating 22 participants (5 youth/adult teams) from two counties, Churchill and Lyon. Teams learned about Disaster/Emergency Preparedness, Hazard Management, Search and Rescue, Disaster Medical, Terrorism, Animals & Teamwork. In addition, participants were instructed how to teach other youth about disaster preparedness, response and safety and to become educators in their respective communities. The training culminated in teams responding to a mock disaster in which they could practice knowledge and skills learned during the 2-day intensive training.

Following the two day training, Churchill County HOSA students educated in CERT participated in a county-wide disaster drill that simulated a plane crash into the Churchill County High School. The youth were able to work alongside trained disaster professionals. Naval Air Station (NAS) Fallon was responsible for the medical response during the disaster drill.

Results

The immediate retrospective pre-post survey developed and administered following the Spring 2011 training revealed that all mean score differences were highly significant at $p < .01$. Results reveal significant increases in knowledge gain, and attitude and behavior change. In the ranking of topics, "The skills needed to safely move disaster victims" showed the biggest increase

in knowledge gain. "The value of being prepared to help my community respond to a disaster" and "The role of a Community Emergency Response Team (CERT) in a community disaster" ranked 2 and 3 respectively.

The NAS Fallon Commanding Officer wrote letters of appreciation to the participating CERT youth, stating "I received positive comments and accolades on the superb execution of this event and your efforts directly contributed to its success."

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Other (Grant funding availability)

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

It is likely that programming may decrease with reductions in funding and faculty/staff. Whether the legislature provides and funding enhancement for FY 13 may not be known until June of 2012.

Grant funding availability is a key element in this program area. With reductions in faculty/staff and reductions in faculty FTE there will be a greater need for grant funding.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation results are included in the report on program outcomes. Cooperative Extension expects all faculty to conduct researched based evaluations of their major programming and these are reviewed as a part of their annual evaluation process. Evaluations are typically pre-post testing both to cover knowledge change and change in behavior. Qualitative data is also collected in written or verbal statements from program participants. Where possible post data collection is done at a point in time where learning could have been implemented for possible behavior change.

Faculty may conduct evaluations on their individual activities as well as work in teams or collaborate with other faculty or partners in data collection and analysis.

Key Items of Evaluation

None at this time beyond what is reported as outcomes of various activities.

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Childhood Obesity

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior	50%			
724	Healthy Lifestyle	30%			
802	Human Development and Family Well-Being	10%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%			
806	Youth Development	5%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	2.0	0.0	0.0	0.0
Actual Paid Professional	4.1	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
131516	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
131516	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
99149	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

A variety of activities are being undertaken related to childhood obesity. Adopting a healthy lifestyle and food choices are necessary for individuals to maintain optimal health throughout their lifespan but it is particularly important for youth. Rather than trying to treat obesity after it occurs, strategies to prevent excessive weight gain and decrease sedentary activity are needed. Since eating and activity behaviors are established in childhood, obesity prevention experts suggest initiating strategies early in life. This is the direction Nevada is taking in its "Childhood Obesity" programming.

The various activities of this program are designed to provide health & nutrition educational programming where youth can learn the benefits of a healthy lifestyle and proper food habits which promote health and wellbeing. The benefits of physical activity as part of a healthy life style are included as well. Primarily these activities focus on youth in school and pre-school youth in family settings.

Nutrition education programs are also provided in school classes, after school settings, new parents, low income and other audiences as well as the general public. Newsletters, publications and other informational materials will be distributed to participants, families, teachers and to professional health educators as well as to the general public through the UNCE website. New curriculum and educational materials are being developed and tested.

Because of the intensive in-school nature of some of these activities, repeated multiple contacts with youth make the number of contacts is high. Use of "train the trainer" concept as well as grant funded positions also make it possible to reach more youth and reporting has also improved. Programming has increased related to childhood obesity.

2. Brief description of the target audience

The primary target audience is per-school youth and youth in elementary school along with their families. A secondary audience is those who teach youth health, nutrition and physical activity or care for youth - parents, teachers, child care providers, health educators, etc.

3. How was eXtension used?

Faculty involved in childhood obesity related programming are actively involved in eXtension COP and other national efforts in this area.

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	34302	0	177520	0

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Preschoolers improving physical skills highlighted in the Nevada Pre-K standards.
2	Preschoolers who would choose a health snack over an unhealthy snack when present a choice.
3	First and second grade students learning healthy food choices and good physical activity choices.
4	Youth learning to make healthy food choices and gaining physical activity through "hands on" school garden based educational programs.
5	American Indian youth increase awareness of and exposure to a variety of vegetables and fruits, including traditional American Indian varieties.

Outcome #1

1. Outcome Measures

Preschoolers improving physical skills highlighted in the Nevada Pre-K standards.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	930

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Almost one-third of children in America are overweight or at risk for overweight, increasing their probability of developing chronic illnesses such as high blood pressure, high cholesterol, and Type 2 diabetes (Centers for Disease Control, 2011). Data from the National Health and Nutrition Examination Survey (NHANES) (1976-80; 2007-08) showed that the prevalence of obesity increased for children aged 2-5 years, from 5.0% to 10.4%, as measured by heights and weights and converted to Body Mass Index (BMI). Nevada estimates the costs associated with treating conditions related to overweight and obesity is \$337 million annually (Center for Disease Control, 2011). A recent report released by the Nevada Institute for Children's Research and Policy on the health status of children entering kindergarten in the Nevada school system (n=3,597) stated 21% of the children in the study were obese and an additional 13% were overweight.

What has been done

"All for Kids" is an interdisciplinary approach addressing child obesity. Utilizing strategies from maternal/child health and nutrition, exercise physiology and child development, this program encourages preschool children and their families to engender healthy eating habits and being active every day. Cooperative Extension staff provide 24, 30-minute lessons plans like "Go, Slow and Whoa" and "Let's Get Moving" (which includes music and videos) three times a week for eight weeks to preschoolers. Teachers take part too, and parents are engaged in family activity nights. In 2011 there were 483 children and 328 parents in the "All 4 Kids" program intervention group.

The program (120 lessons and 15 family events) was taught at 4 different child care sites. All 4 Kids© staff distributed 8,298 Family Connection handouts (18 per family) and 164 Teacher Connection handouts (9 per teacher).

Developed a service agreement with Acelero Learning Head Start. This required Acelero

teachers to co-teach with the All 4 Kids© team thereby increasing number of children/families reached. Conducted teacher training to Head Start teachers as part of this collaborative effort. Also provided training using the train-the-trainer model to Clark County School District teachers.

Results

Pre-post measures and assessments were used to measure physical skill improvement. Movement Assessment (PMA):

* Movement Skills Item - measures a child's ability to perform 12 fundamental movement tasks. 9 of 12 movement skills demonstrated significant improvement ($p < .05$). When combining the preschooler's movement skills into a composite score using matched pairs only, the results were statistically significant ($p < .05$) from pre to post test.

* Cross the Midline Item - measures a child's ability to penetrate both right and left sides of the vertical, cross sectional midline of his/her body which demonstrates excellent motor and brain development. The results demonstrated a significant increase in the child's ability to cross the midline on the first attempt and the last attempt (with each attempt the child is provided cues for success). The percent of children that crossed the midline on the 1st attempt was 11.8% on the pre and 43.2% on post ($p < .05$). The percent of children that crossed the midline on the final (4th) attempt was 67.1% on the pre and 83.4% on the post ($p < .05$).

* Timed-Balance Item - measures skill, coordination and strength combined. The test measures how long the child can stand on one leg. Nevada's Pre-K Standards recommend a child balance on one foot for 5 seconds. There was a statistically significant ($p = .031$) increase in the length of time that a preschooler could balance on one foot from pre to post. Results also demonstrated an increase in the number of children who could successfully achieve the 5 second Pre-K standard with 34.8% at pre and 42.1% at post.

* 15-Second Hop Item - measures skill, coordination and endurance. The number of hops a child completes in 15 seconds is counted. There was a statistically significant ($p < .05$) increase in the number of times preschoolers could hop on one foot in 15 seconds.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being
806	Youth Development

Outcome #2

1. Outcome Measures

Preschoolers who would choose a health snack over an unhealthy snack when present a choice.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	930

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Almost one-third of children in America are overweight or at risk for overweight, increasing their probability of developing chronic illnesses such as high blood pressure, high cholesterol, and Type 2 diabetes (Centers for Disease Control, 2011). Data from the National Health and Nutrition Examination Survey (NHANES) (1976-80; 2007-08) showed that the prevalence of obesity increased for children aged 2-5 years, from 5.0% to 10.4%, as measured by heights and weights and converted to Body Mass Index (BMI). Nevada estimates the costs associated with treating conditions related to overweight and obesity is \$337 million annually (Center for Disease Control, 2011). A recent report released by the Nevada Institute for Children's Research and Policy on the health status of children entering kindergarten in the Nevada school system (n=3,597) stated 21% of the children in the study were obese and an additional 13% were overweight.

What has been done

"All for Kids" is an interdisciplinary approach addressing child obesity. Utilizing strategies from maternal/child health and nutrition, exercise physiology and child development, this program encourages preschool children and their families to engender healthy eating habits and being active every day. Cooperative Extension staff provide 24, 30-minute lessons plans like "Go, Slow and Whoa" and "Let's Get Moving" (which includes music and videos) three times a week for eight weeks to preschoolers. Teachers take part too, and parents are engaged in family activity nights. In 2011 there were 483 children and 328 parents in the "All 4 Kids" program intervention group.

The program (120 lessons and 15 family events) was taught at 4 different child care sites. All 4 Kids© staff distributed 8,298 Family Connection handouts (18 per family) and 164 Teacher Connection handouts (9 per teacher).

Developed a service agreement with Acelero Learning Head Start. This required Acelero teachers to co-teach with the All 4 Kids© team thereby increasing number of children/families reached. Conducted teacher training to Head Start teachers as part of this collaborative effort. Also provided training using the train-the-trainer model to Clark County School District teachers.

Results

Preschoolers were assessed (pre and post program intervention) for healthy snack selections. Results demonstrated that preschoolers participating in the All 4 Kids© program indicated a preference for healthy snacks.

Preschooler Snack Selection: Results for measuring children's ability to distinguish between healthy and unhealthy snacks demonstrated a significant improvement ($p < .001$) with 45% correct at pre and 66.3% correct at post.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

First and second grade students learning healthy food choices and good physical activity choices.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	3572

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Childhood and adolescence are critical periods for developing good health practices; thus these periods are ones in which to eating and activity behaviors that will persist into adulthood. Positive health habits lead to decreased likelihood of adult obesity and its associated chronic diseases.

What has been done

Chefs for Kids (CFK) is a nutrition education program for primary-grade children in "high needs" elementary schools (ES), supported in part by the ACF Chefs of Las Vegas. 'High-needs' schools are defined as those having 50% of students eligible to receive free or reduced price lunches. The program consists of two parts: an intensive, second grade curriculum (Choose Well, Be Well) and a video curriculum (Adventures with Chefs for Kids) aimed at first graders. The first grade curriculum introduces the concept of food groups to children with a five-part program. The weekly second grade program focuses on the origin, use and need for food as well as on physical activity practices that engender lifelong, healthy lifestyles in children to lower their risks for developing obesity and chronic diseases. A variety of teaching methods are used to ensure children in all learning categories will be able to achieve. All materials are written in both English

and Spanish.

In 2011, the second grade component continued in 12 at-risk schools in Las Vegas and three at-risk schools in Reno reaching 1595 students. Additionally, the first grade program was taught in 19 different Clark County schools reaching 1977 students. Also, 209 teachers (90 in the second grade and 119 in first grade) were reached.

Results

For the second grade program:

- * Of the students assessed for hand washing skills, 80% responded successfully.
- * Of the students assessed for knowledge of active lifestyle activities, 93% were able to list two activities, 6% listed one activity and only 1% of students could not list any.
- * Of the 1250 students completing food categorization, 72% listed two foods from each food group with no errors and 14% scored 9 out of 10. Only 8% of students scored lower than eight correct answers
- * For snack behavior assessment results showed that, before the intervention, 28% of students chose three snacks rated as less healthful; but following the intervention, only 14% of students chose three snacks rated as less healthful. Students improved their average score from 21.9 on the pre-test to 25.1 on the post-test indicating that snack choices improved significantly by one healthy snack ($p < .000$).

For the first grade program: Of the 1637 evaluated for food categorization, the average score was 90%, with 40% identifying all foods, 25% missed only one food and 14% missed 2 foods.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Youth learning to make healthy food choices and gaining physical activity through "hands on" school garden based educational programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	209

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This program was developed to address the public health issue of childhood obesity, and the need to provide nutrition education and to increase physical activity through participation in the creation and maintenance of a school garden.

What has been done

This program was developed to address the public health issue of childhood obesity by providing a nutrition curriculum linked to a school garden. The nutrition lessons incorporate experiential learning, with messaging that introduces and reinforces positive food choices, increased physical activity, communication and team building skills, through participation in the creation and maintenance of a school garden.

"Grow Yourself Health" is conducted at a Washoe County charter school having a high percentage of Hispanic students and a low rate of literacy and a public elementary school in a low-income neighborhood. The increased obesity and chronic disease risks of these children is heightened.

Lessons are delivered in both spring and fall semesters (approx. 20 total). Garden design activities were held in all classes to involve the students. Separate garden-based activities included a spring plant sale, 6-week summer program and a late summer Farmers' Market.

Results

Knowledge gains were reflected in improvements from pre- to post-testing on:

- * Correct identification of MyPyramid components with a significant difference seen between intervention and control groups on the post test ($p < .001$)
- * Ability to name foods representing the food groups in the intervention group, with the difference between groups approaching significance ($p = .058$).

Qualitative findings indicated an increased willingness to sample previously untried vegetables and fruits over the course of the program. Post-program teacher interviews provided valuable qualitative data for program content and logistics refinement. Classroom and garden-based activities were appraised positively. The school principal and participating teachers continue to express enthusiastic support for the program.

4. Associated Knowledge Areas

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

Outcome #5

1. Outcome Measures

American Indian youth increase awareness of and exposure to a variety of vegetables and fruits, including traditional American Indian varieties.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Native American children are at greatest risk for obesity, attendant development of diabetes and other chronic diseases. Native Americans are eating a waning amount of vegetables, fruit, fish and lean wild game.

What has been done

"Veggies for Kids" targets Nevada second- and third-graders in schools with high percentages of American Indian students. Through 10 in-class education standards-based lessons this program promotes awareness of the health benefits of traditional foods, promotion of their consumption, and subsistence or supplementary vegetable gardening as a means to promote the desired intake of vegetables and fruits recommended in the Dietary Guidelines 2005 and USDA's MyPyramid food guide.

Approximately 548 individuals (primarily youth) were reached by this program in 2011.

Results

The evaluation design for Veggies for Kids was the one-group pre-test/post-test method utilizing interviews.

In Mineral County, upon conclusion of this nutrition education program:

- * At least 78% of the students recognized ? My Pyramid? compared to 61% at pre-testing.
- * At least 67% compared to 20% at pre-testing were able to identify and correctly name the five food groups.
- * The majority (85%) of students were able to correctly identify and name six different vegetables.
- * Compared to baseline data, students? willingness to sample selected vegetables increased from 73% to 97.5%.
- * Compared to baseline data, students? preference for selected vegetables increased.

In Washoe County preliminary data analysis showed an improvement in:

- * Recognition and identification of the MyPyramid food groups, with 83 percent of students correctly naming the food groups compared with 29 percent at pre-test;
- * Ability to identify all selected vegetables significantly increased at post-testing with four of the six vegetables correctly identified by > 85 percent of students;
- * Preferences increased across all vegetables from pre-test (range 13 ? 82 percent, mean = 49 percent) to post-test (range 56 percent - 90 percent, mean = 54 percent) for all vegetables previously tasted. * Qualitative data showed desirable trends in beverage selection (with reported use of sweetened beverages dropping from 41 percent at pre-testing to 38 percent at post-testing) and in physical activity (walking to school, playing outside, and engaging in sports/exercise all increased from pre- to post-testing).

At Natchez Elementary and Owyhee Combined Schools results showed:

- * An improvement in ability to recognize and identify MyPyramid food group was seen, with 93% correctly naming the food groups at post-testing compared with 66% at pre-testing.
- * Willingness to sample increased for half of the vegetables presented at pre/post-testing.
- * All students participated in classroom sampling of the variety of fruits and vegetables presented. Preference for all of the selected vegetables increased from pre-test (mean = 45.1%) to post-test (mean = 54.8%).

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
802	Human Development and Family Well-Being

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Other (Grant availability)

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been

implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

It is likely that programming may decrease with reductions in funding and faculty/staff. Whether the legislature provides and funding enhancement for FY 13 may not be known until June of 2012.

Grant funding availability is a key element in this program area. With reductions in faculty/staff and reductions in faculty FTE there will be a greater need for grant funding.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation results are included in the report on program outcomes. Cooperative Extension expects all faculty to conduct researched based evaluations of their major programming and these are reviewed as a part of their annual evaluation process. Evaluations are typically pre-post testing both to cover knowledge change and change in behavior. Qualitative data is also collected in written or verbal statements from program participants. Where possible post data collection is done at a point in time where learning could have been implemented for possible behavior change.

Faculty may conduct evaluations on their individual activities as well as work in teams or collaborate with other faculty or partners in data collection and analysis.

Key Items of Evaluation

None at this time beyond what is already reported in program outcomes.

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Climate Change

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
101	Appraisal of Soil Resources	10%			
104	Protect Soil from Harmful Effects of Natural Elements	15%			
111	Conservation and Efficient Use of Water	25%			
112	Watershed Protection and Management	40%			
132	Weather and Climate	10%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	1.6	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	0.0	0.0

Actual Paid Professional	1.6	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
53134	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
53134	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
40058	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

This program focuses primarily on water quality, quantity, uses and management. Since Nevada is the driest state in the nation, yet the most urban state, water issues and changing land use and climatic or other environmental conditions have significant impacts. The intent is to make the best use of water, water management while dealing with climatic impacts and still trying to improve the environment.

Lake Tahoe is a particularly fragile alpine lake and Cooperative Extension works closely with local governments in both Nevada and California, local home owners and the Tahoe Regional Planning Authority (TRPA) in the region on improving the water quality of the lake. Also water is a critical issue in many local communities.

2. Brief description of the target audience

The target audience is varied - home/property owners, water resource managers, public officials, public officials, land use managers, etc.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of Best Management Practices (BMP)site evaluations performed on private property in the Lake Tahoe region to protect water quality in Lake Tahoe
2	Number of contractors or individuals trained in basic Best Management Practices (BMP)for the Lake Tahoe Region.
3	Number of Nevada public officials learning or using BMPs to mitigate pollution of watersheds and other water sources.

Outcome #1

1. Outcome Measures

Number of Best Management Practices (BMP) site evaluations performed on private property in the Lake Tahoe region to protect water quality in Lake Tahoe

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	288

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Needs Assessment: The North Lake Tahoe Community Needs Assessment of 2000, funded by the Parasol Foundation, found protection of air and water quality to be rated by far the most important community need in north Lake Tahoe. The installation of BMPs on all private properties at Lake Tahoe is Project #16 in the Lake Tahoe Environmental Improvement Program (EIP). The EIP has been endorsed by all state, local and federal agencies at Tahoe as the indispensable restoration plan for the lake. In 2007, the Lahontan Water Quality Control Board released Total Maximum Daily Load (TMDL) research data showing that 72% of Tahoe's worst pollutant (fine sediment) comes from urban runoff. About half of that sediment comes from private properties in need of BMPs. Small changes in weather and climate can impact lake water quality dramatically. Last winter was one of the wettest and this winter is one of the driest.

What has been done

This five-agency coalition consists of the two Conservation Districts, the Tahoe Regional Planning Agency (TRPA), the Natural Resources Conservation Service and Cooperative Extension. This group has been actively cooperating to reach out to Lake Tahoe homeowners and contractors to teach them how to implement best management practices (BMPs) to protect water quality. This has been done through publications, workshops, demonstrations, mass media, etc.

Results

In 2011, 288 BMP Site Evaluations were performed on private properties, and 1,330 Certificates of BMP Completion were awarded by TRPA. Since our BMP Retrofit partnership formed in 2000, TRPA has issued 14,800 Certificates of BMP Completion. This is a desired mid-term outcome, showing behavior change, because every property that earns a Certificate of Completion must have BMPs implemented correctly. In 2008, UC Davis researchers announced that for the first time, analysis of their 40 years of monitoring data shows a decline in the rate of clarity loss in Lake Tahoe's water since 2001, the year after our program started. This is a desired long term

outcome.

4. Associated Knowledge Areas

KA Code	Knowledge Area
101	Appraisal of Soil Resources
104	Protect Soil from Harmful Effects of Natural Elements
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
132	Weather and Climate

Outcome #2

1. Outcome Measures

Number of contractors or individuals trained in basic Best Management Practices (BMP)for the Lake Tahoe Region.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	105

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
101	Appraisal of Soil Resources
104	Protect Soil from Harmful Effects of Natural Elements
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

Outcome #3**1. Outcome Measures**

Number of Nevada public officials learning or using BMPs to mitigate pollution of watersheds and other water sources.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	712

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

The NEMO (Non-point Education for Municipal Officials) program was originated in Connecticut and has spread nationwide. It is an educational program for land use decision-makers addressing the relationship between land-use and water resource protection. The premise is that improvements in land use planning can result in protection of water resources, thus negating the need to fix problems after the fact by applying best management practices. The program will help land use decision-makers understand the nature of the nonpoint source pollution problem and its impact on their lives, towns and natural resource base, thereby enabling them to plan for growth and development while addressing water quality issues through educated land use decisions. Construction and development can have negative impacts on our natural resources, including water quality and quantity.

What has been done

The NEMO Nevada program is designed to provide education and technical assistance to land use decision-makers, including planning commissioners and staff, citizen and neighborhood advisory board members, and other advisory groups. This has been done through a variety of programs at professional conferences, public outreach (Nevada Landscaping that Works), a video contest for youth involving social networking, etc.

Cooperative Extension continued our series of field trainings in the correct installation of construction site BMPs. We provided six field workshops covering selection, design, installation, and maintenance of BMPs, and one class on preparing and maintaining storm water pollution protection plans. A total of 137 people received training at the seven events.

Other program events included two 3.5-hour basic trainings for advisory board members in Washoe County, Carson City, Douglas County, Lyon County and Churchill County.

Results

To better assess the long-term outcomes of the NEMO program, an online survey was developed and the IRB process completed.

The survey was sent out to all NEMO attendees with valid email addresses since the program's inception in 2004 (206 of the 282 original attendees.) Response rate was 30.6%. Over 60 percent of the respondents indicated they had used the materials and that they had shared the materials with others. Over 75 percent of the respondents that have served on or currently serve on an advisory or decision-making board and/or have reviewed plans found the NEMO Nevada training to have been useful in that process. Over 98 percent of respondents indicated they are much more likely or somewhat more likely to ask questions about stormwater issues when reviewing development plans. Increasing participants' comfort level with asking questions is a program goal. 63% reported that the knowledge gained from the NEMO program has influenced recommendations they have made in an official advisory capacity. One respondent noted "I have recommended that we require LID?s (sic) to be employed and to upgrade our codes." Another notes "Being more aware of water quality issues has helped me make better decisions for my community and for my own personal life." 76% have installed LID features on their own properties. 80% agree that "My input has had a positive effect on water quality protection related to development." 98.2% agree that "The NEMO Nevada program has had a positive effect on my community."

Construction site BMP trainees completed evaluations after each event. Carson City Public Works personnel told us this program provided training for their employees that they could not otherwise afford.

4. Associated Knowledge Areas

KA Code	Knowledge Area
101	Appraisal of Soil Resources
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
132	Weather and Climate

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This

has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

With reductions in faculty positions and FTE, and limited expertise in this subject area, it unlikely that programming will increase.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation results are included in the report on program outcomes. Cooperative Extension expects all faculty to conduct researched based evaluations of their major programming and these are reviewed as a part of their annual evaluation process. Evaluations are typically pre-post testing both to cover knowledge change and change in behavior. Qualitative data is also collected in written or verbal statements from program participants. Where possible post data collection is done at a point in time where learning could have been implemented for possible behavior change.

Faculty may conduct evaluations on their individual activities as well as work in teams or collaborate with other faculty or partners in data collection and analysis.

Key Items of Evaluation

None at this time beyond what is noted in outcomes.

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Food Safety

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
307	Animal Management Systems	20%			
308	Improved Animal Products (Before Harvest)	30%			
311	Animal Diseases	25%			
315	Animal Welfare/Well-Being and Protection	15%			
806	Youth Development	10%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	1.0	0.0	0.0	0.0
Actual Paid Professional	0.4	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
18978	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
18978	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
14308	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Cooperative Extension has very limited expertise and therefore very limited programming in the area of "food safety." Primary emphasis has been on "animal health" and food safety and foodborne illnesses. Most of this is integrated into portions of training provided in other programs - especially those for livestock producers (including 4-H youth), other professionals in the food industry and custodial food providers (child and senior care facilities) although some aspects of food safety are included as part of other nutrition education programs. Therefore, there are no specific food safety education programs planned FTE is reported.

2. Brief description of the target audience

Target audiences include livestock producers (including 4-H youth), other professionals in the food industry and custodial food providers (child and senior care facilities).

All youth participating in statewide and local livestock events are being required to have "quality assurance" training modeled on the BQA program in order to participate in livestock events or projects.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	2238	0	378	0

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Beef producers and related industry persons BQA certified.
2	Youth learning animal "quality assurance" principles for livestock they raise or show in 4-H or other livestock events.

Outcome #1

1. Outcome Measures

Beef producers and related industry persons BQA certified.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
308	Improved Animal Products (Before Harvest)
311	Animal Diseases
315	Animal Welfare/Well-Being and Protection

Outcome #2

1. Outcome Measures

Youth learning animal "quality assurance" principles for livestock they raise or show in 4-H or other livestock events.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
308	Improved Animal Products (Before Harvest)
311	Animal Diseases
315	Animal Welfare/Well-Being and Protection
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

Positions related to this program have already been reduced and further reductions are planned. With reductions in faculty expertise and FTE related to this program area, it is not expected that any "food safety" programming will be conducted as a primary program area. It will, however, be included as appropriate in "health & nutrition" programming.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

No evaluation results (other than those mentioned in any program outcomes) and no specific evaluations planned.

Key Items of Evaluation

None.

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Sustainable Energy

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
111	Conservation and Efficient Use of Water	15%			
216	Integrated Pest Management Systems	5%			
403	Waste Disposal, Recycling, and Reuse	15%			
608	Community Resource Planning and Development	30%			
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	25%			
806	Youth Development	10%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	0.2	0.0	0.0	0.0
Actual Volunteer	0.0	0.0	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
9095	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
9095	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
6856	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Because of minimal expertise in this area, Extension's role is small and still evolving and there are not specific program plans. Currently the focus is on "sustainable living" including sustainable and/or renewable energy. The primary emphasis is currently on awareness.

2. Brief description of the target audience

The primary emphasis was the general public although some activities involved training for youth.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

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

Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of people learning ways to use landscaping and other methods to make buildings more energy efficient.
2	Local citizens learn about "sustainable living" and renewable energy on a personal level and how to be environmentally responsible in the way they work, play and live ("Sustainable Living - Renewable Energy").

Outcome #1

1. Outcome Measures

Number of people learning ways to use landscaping and other methods to make buildings more energy efficient.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	171

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Nevada has one of the poorest rates of energy conservation in the country. This "Green Buildings" initiative has been funded by a grant from the US government. Workforce Connections had established a relationship with the Association of Energy Engineers of Atlanta GA, which had developed a unique curriculum to train building facility staff in adaptations that could improve energy efficiency "Building Energy & Sustainability Technicians" (BEST).

What has been done

In collaboration with Nevada Workforce Connections Cooperative Extension developed a two pronged training program and curriculum: HEES - horticulture education for environmental sustainability (basic and advanced critical information for the horticulture industry in So. Nevada) and BEST (Building Environmental Sustainability Technician)- a free standing course taught by outside trainers on retrofitting existing structures to be more energy efficient.

BEST course (32 hours) has been taught 4 times and the HEES (horticulture education for environmental sustainability) course (32 hours) has been taught twice.

Results

100 BEST technicians have been trained and 77 HEES students have completed the program as well. (This program was not evaluated for knowledge or behavior change.)

A post evaluation of the HEES students showed that overall new knowledge and skills increased gain.

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water

804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
806	Youth Development

Outcome #2

1. Outcome Measures

Local citizens learn about "sustainable living" and renewable energy on a personal level and how to be environmentally responsible in the way they work, play and live ("Sustainable Living - Renewable Energy").

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	1000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Fuel prices are rising, climate is changing, urbanization is sprawling, and citizens are yearning for control. Green industry, low impact development, alternative energy choices and many other environmentally responsible approaches are creeping into the minds and behaviors of local citizens.

To bring about changes in the environment and use of renewable energy sources, individuals, families and communities need to learn about "sustainable living" and renewable energy on a personal level and how to be environmentally responsible in the way they work, play and live.

What has been done

"Sustainable Living - Renewable Energy Roundup" (SLRER) is a local non-profit designed to promote sustainable practices, renewable energy use, and environmental responsibility in the way people work, play, and live. Extension in Douglas County partners with this non-profit annually to produce a "Green Living Festival" and to conduct three "sustainable living" field trips throughout the year. The goal is to help local residents feel like they have the ability to make lifestyle changes that positively affect their personal and environmental well-being including.

Along with other topics, speakers at the 2011 "Green Living Festival" and tours covered such topics as: seed saving, radon detection and mitigation, exotic destructive beetles, gardening, solar, wind and geothermal heat pump systems, recycling, emergency preparedness, home energy audits, birding, and gray water disposal systems.

Results

The evaluation for the Green Living Festival (n = 44), indicated that 31% of the respondents felt the educational/informational aspect was the best part of the event. Most respondents (95%) are planning to attend the event next year. Comments included "all very informative" and "the optimism, information, and enthusiasm was what we liked best."

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
216	Integrated Pest Management Systems
403	Waste Disposal, Recycling, and Reuse
608	Community Resource Planning and Development
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes

Brief Explanation

The primary external factors affecting outcomes now and in the future are the economy and appropriations.

The economic situation in Nevada is one of the worst in the nation with unemployment averaging 12-14.4% in 2011 and is currently approximately 12.7%. Nevada has the highest home foreclosure rate in the nation and over 65% of homes are still "under water" at this time.

The poor economy has resulted in significant reductions to tax revenues to the state. This has resulted in Cooperative Extension taking a 21% over the three years prior to FY12. Because of budget reductions by the legislature, the university is implementing a cut of 60% in Extension's state appropriated funds to make up the reduction in the universities overall budget!!! Under the proposed reduction total faculty FTE will be reduced from 80.38 in FY09 to 37.74 in FY14 and the number of individual faculty will go from 90 in FY09 to 48 in FY14. This comes on top of pay reductions which have already been implemented by the state.

Cooperative Extension will ask for an "enhancement" (\$5.5 Million) from the next legislature to reduce the impact of this reduction but the legislature doesn't meet again until early 2013. Even if the "enhancement" is fully funded it will still mean a 30% reduction in budget for Cooperative Extension. At this time, there is also no indication that the "enhancement" request will be funded in full or in part. In the meantime reductions are being phased in and faculty turnover is continuing. Under the FY14 60% reduction remaining faculty will also take a cut in FTE beginning July 1, 2013 if the legislature doesn't provide some increased funding. This comes on top of pay reductions which have already been implemented by the state.

"Energy" related knowledge is not a specific area of expertise in Cooperative

Extension in Nevada. Any efforts in this area are typically related to some other primary area of programming or expertise. With further reductions in faculty positions and FTE in the future this will not be a major program. It may, however, be included as relates to other programs.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Beyond what is reported as outcomes, no evaluation results are available or planned.

Key Items of Evaluation

None.

V(A). Planned Program (Summary)

Program # 9

1. Name of the Planned Program

Global Food Security and Hunger

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890

Actual Paid Professional	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
Actual Volunteer	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
1862 Matching	1890 Matching	1862 Matching	1890 Matching
{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
1862 All Other	1890 All Other	1862 All Other	1890 All Other
{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}

V(D). Planned Program (Activity)

1. Brief description of the Activity

Not reporting on this planned program. See "Global Food Security and Hunger: Agriculture, Horticulture and Natural Resources" for relevant information on activities and accomplishments in this topic area."

2. Brief description of the target audience

3. How was eXtension used?

See "Global Food Security and Hunger: Agriculture, Horticulture and Natural Resources" program.

V(E). Planned Program (Outputs)

1. Standard output measures

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

Patent Applications Submitted

Year: 2011

Actual: {No Data}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	{No Data Entered}	{No Data Entered}	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

Outcome #1

1. Outcome Measures

{No Data Entered}

V(H). Planned Program (External Factors)

External factors which affected outcomes

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}