

2012 Alabama A&M University and Auburn University Combined Extension Annual Report of Accomplishments and Results

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I. Report Overview

1. Executive Summary

1890 Administrator and 1862 Extension Director

The Difference We Make: means that the Alabama Cooperative Extension System (ACES) has engaged a broad range of Alabamians through various mediums about significant issues facing our state. From these interactions, six Strategic Program Initiatives were identified to guide Extension's issue-based educational programs that acknowledge and address the current changes in the way citizens think, live, and function in their daily lives, families, communities, and businesses. In FY12, Extension has focused its efforts by identifying "The Difference We make" in addressing a number of issues to include:

- health and wellness with a focus on obesity- enhanced health and wellness through improved nutritional choices with programs such as Body Quest that is designed to improve fruit and vegetable consumption as well as enhanced physical activities among youth and adults;
- workforce development-training for workforce preparation; establishing and implementing virtual business economic development centers; and partnering with public agencies and the National Federation of Independent Businesses in delivering webinars on immigration and Affordable Health Care compliance;
- safe and secure food system- training for individual and commercial food safety and security; combined with food entrepreneur training;
- sustainable agriculture and forestry- climate change data and drought management for utilization by farmers for better crop management; optimization of new state irrigation enhancement programs; and meeting the needs of limited resources farmers through expansion of ethnic food producers;
- environmental stewardship- urban gardens, water conservation, and sustainable landscapes for individual and commercial users in urban and rural communities;
- 4-H youth development- in science, engineering and technology, responsible choices, leadership, and citizenship; reaching underserved youth populations through expanded partnerships with public school districts; a 16% increase in 4-H youth enrollment;
- financial literacy- improved individual and business financial stability through financial management programs.

The Alabama Cooperative Extension System's Administrative and Program Leadership Teams continue to make organizational adjustments and refinements. Changes in program design and operational processes are necessary to efficiently adjust to the current situations, and position the System to continue to prosper in future years. These changes are designed to ensure that ACES programs prepare constituents to thrive in challenging economic and social times and to generate adequate resources to support critical System programs.

The Planned Programs contained in the FY2012 Alabama Cooperative Extension System Annual Report provide fiscal accountability for all Federal Cooperative Extension formula funds and the required matching funds for both Alabama A&M University and Auburn University. In addition, it should be noted that many of the programs in the Annual Report are subject to the benefits of fiscal inputs leveraged from other sources, to include state appropriations, county funds, and extramural dollars. For additional

information on Alabama Cooperative Extension System programs, please refer to the ACES website: <http://www.aces.edu/>.

Program priority teams (PPT) composed of ACES specialists, regional agents, and county coordinators are responsible for the development, delivery and evaluation of educational programs. Information garnered from annual stakeholder listening sessions in each county in Alabama serves as a foundation for ACES programs.

While the Alabama Cooperative Extension System is experiencing fairly level state funding for fiscal year 2013 (2% absolute reduction and a 4% operational reduction), our state budget has decreased approximately 27% (\$12.2 million) since its peak in fiscal year 2008. Projections at this time for fiscal year FY-14 show funding at the current FY13 level with added personnel costs being absorbed internally. However with the expected decreases in federal funding, the overall budget for FY-14 is expected to be less than FY-13.

We have continued to make reductions in program support and carefully examine the need to fill positions as they become vacant. In addition, as we rehire, the majority of our positions are being filled on a limited term basis. The ACES has been fortunate in that we have been able to avoid layoffs or furloughs, but at the same time we continue to look for ways to restructure and redefine programming to ensure that our resources are being used in the most efficient manner. Employees are also continuing to seek mission-related extramural funding opportunities to help supplement our current budget. A scholarship incentive program has been instituted in FY-13 to encourage ACES personnel to recapture salary savings through extramural funding. A slight increase in extramural funds is expected for FY14.

Note 1: The number of professional FTEs for fiscal year 2012 increased for both our 1862 and 1890 institutions. The most significant portion of the increase occurred as a result of our inclusion of extramurally funded personnel who have previously been excluded from our calculation.

Note 2: Our reviewer requested that ACES provide additional detail related to our Multi-State and Integrated Activities. Below is a summary of our multi-state and integrated programs:

Childhood Obesity (Health and Wellness Across the Lifespan)

This Priority Program Area is part of the national Nutrition, Diet and Health base program. Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists work in this area. Staff from both Alabama A&M University and Auburn University which make up the Alabama Cooperative Extension System support this program area. The mission of this program is to teach families and individuals how to apply research-generated information and knowledge on nutrition and health (including physical activity) to ensure healthy lifestyles. Through family and individual actions/activities programming supports the reversal of childhood obesity.

Program objectives include: 1) Improve the health of Alabamians, with special emphasis on combating obesity; 2) Improve the health of Alabamians through physical activity, nutrition education, and health literacy; 3) Empower families to improve health and well-being of children, youth, and adults and 4) Increase access to consumption of fresh fruits and vegetables.

Multi-State and integrated activities in this area include collaborative partnerships, joint conferences, websites and publications, eXtension, day camps, school interactions, and other various educational opportunities.

Food Safety (Safe and Secure Food Supply)

This Priority Program Area is part of the national Food Safety base program area and is open to Regional Extension Agents, Urban Regional Extension Agents and County Extension Coordinators as well as Specialists working in this area. All Agents working in this area of specialization as well as the Specialists who support this area will form the Extension Food Safety, Preparation and Preservation Team. The mission of this program area is to ensure a safe and high quality food supply, to educate the general public on how to avoid food-borne diseases, and to educate food handlers and processors on how to apply research-generated information and knowledge to ensure safe food products. This area of specialization also includes the Food Safety and Quality national initiative. Team members working in this area will also be involved in educational programs in the areas of safe food handling and safe home food preservation. This team will meet several times annually and will develop the strategic plan for Food Safety, Preparation and Preservation. The team will collectively develop the specific statewide Extension Team Projects for this program area, and will be responsible for implementing these projects. Team members may also be involved in working with 4-H'ers in food safety, preparation and preservation programs. Team members should have academic training and/or recent job experience in food safety, human nutrition, food technology or some other closely aligned area.

Multi-State and integrated activities in this area include websites and publications, training opportunities, joint conferences, eXtension, Association partnerships, day camps, and hands-on workshops.

Global Food Security and Hunger (Sustainable Agricultural and Forestry Systems) Agriculture, Forestry, and Related Industries

Global food production will fall short of population growth over the next 25 years, according to Dr. Norman Borlaug, Nobel Peace Prize winner and father of the Green Revolution. Current prediction by some scientists is that more food will have to be produced in the next 40 years than has been produced in the past 10,000 years. The challenge for the nation's producers to continue feeding the world and sustaining the environment will be solved in part by improvements in technology, unbiased university-based research and training, and the adaption of production cultures for a changing environment.

Almost 80 percent of forest land in Alabama, or approximately 23 million acres, belongs to nonindustrial private owners. The need to meet the nation's requirement for both traditional forest products and associated amenities such as clean water, recreation, wildlife habitat, and fuel, will continue to increase. Research-based education is needed to help these landowners and land-users actively manage their forestland for potential benefits. Agroforestry, which combines agriculture and timber production on the same acreage, also has a role to play. Landowners can benefit from agroforestry systems at all stages in their forest land management while increasing productivity and improving environmental conditions.

Additionally, this program includes commercial production of food animals (beef, dairy, swine, poultry, sheep, goats, ratites, rabbits, etc.) and non-commercial management of companion animals (horses, dogs, etc.). Furthermore, it includes row crop production, fruits and vegetables, turf and ornamentals.

Multi-State and integrated activities in this area include combined campaigns, websites and publications, eXtension, demonstrations, videos, hands-on workshops, field days, and various educational activities.

Total Actual Amount of professional FTEs/SYs for this State

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	266.1	32.1	0.0	0.0
Actual	329.2	52.7	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

The Merit Review Process received minor modification and is essentially unchanged for Fiscal Year 2014.

PROGRAM REVIEW PROCESS

The Plan of Work (POW) Review Process for the Alabama Cooperative Extension System's FY2014-2018 plan includes a five phase review process. This process allows input at all levels of the system. The review process will continue annually for the duration of the Plan.

Phase I of the review process was conducted by the Priority Program Team (PPT) Co-Chairs with input from team members. Each PPT Co-Chair is responsible for reviewing their respective program to ensure the POW consist of accurate information representing the critical needs of Alabama residents.

Phase II of the POW process was conducted by the Assistant Directors. All Assistant Directors reviewed for: relevancy, competency of Extension to address identified issues, opportunities for inclusion of Multistate /Integrated Research and Extension Activities, and to ensure the existence of measurable impact and outcome indicators.

Phase III of the review process was conducted by the System Administrative Team. The Administrative team (Director / 1890 Administrator/ Associate Directors, Chief Financial Officer, Human Resources Officer) reviewed the POW for:

- Consistency with System / University missions
- The inclusion of approved PPAs (and related ETPs),
- The adequacy of fiscal / human resource allocations needed for successful implementation of included programs,
- The capacity to offer educational services to a broad spectrum of Alabama residents, rural / urban, and across diverse demographic parameters,
- The degree to which the Plan adequately reflected the consideration and inclusion of stakeholder and advisory inputs.

Phase IV of the POW review process included relevant University administrators such as Deans and Department Heads (Alabama A&M and Auburn University). Many system specialists are housed in Academic Departments. Therefore, it was appropriate for them to review and comment on the FY2013-2017 POW and the expectations of the professionals in their departments.

Phase V, the final review process, solicited input from various state-wide Priority Program Team Advisory Councils. Advisory Councils assist Priority Program Teams with the identification of critical program issues and setting system priorities to address the issues. Specific roles for the Priority Program Team Advisory Councils include: 1) insure that included programs address real needs of Alabama citizens; 2) promote the System's programmatic efforts and accomplishments to key stakeholder / clientele groups / decision makers; 3) provide guidance and assistance in obtaining statewide support for included programs; 4) identify critical issues and problems which might be best addressed by System educational outreach; and 5) expand the collaboration and networking capabilities of the System in support of existing and proposed programs.

III. Stakeholder Input

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

- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Targeted invitation to selected individuals from general public
- Survey of traditional stakeholder individuals
- Survey specifically with non-traditional individuals

Brief explanation.

The Alabama Cooperative Extension System conducts grass-tops and grassroots needs assessment activities as part of our annual program planning cycle. Traditional and non-traditional state-level constituent or consensus building groups, non-governmental agencies, community-based organizations, and governmental agencies participate in informal grass-tops needs assessment conversations early in the year. Traditional and non-traditional individuals representing diverse socio-economic and racial groups, new client groups, networks, and potential community partners are invited to participate in formal grassroots needs assessment conversations during July and August in each of Alabama's 67 counties. Traditional and non-traditional individuals are routinely asked to participate in end-of-meeting surveys that include a needs assessment component.

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 External Focus Groups
- Needs Assessments

Brief explanation.

The Assistant Directors for Programs (program leaders) provide leadership to 14 program teams, consisting of State Extension Specialists and Regional Extension Agents, to identify state-level constituent or consensus building groups, non-governmental agencies, community-based organizations, and governmental agencies. Methods of identifying these groups included existing

advisory committees, ongoing working relationships or partnerships, and interagency directories.

Grassroots stakeholders are identified by County Extension Coordinators who lead community conversations in the state's 67 counties during July and August. Methods of identification include existing advisory committees, contacts with other agency partners, and staff knowledge of individuals representing diverse socio-economic and racial groups, new client groups, networks, and potential community partners.

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

Brief explanation.

A comprehensive approach to needs identification is undertaken given the complexity and scope of issues facing the diverse citizens of Alabama. For the Alabama Cooperative Extension System (ACES), the annual needs assessment begins with the engagement of key external grass-tops stakeholders to determine priority needs affecting Alabamians. The Assistant Directors for Programs and their respective program teams conduct the grass-tops needs assessment by engaging groups through direct telephone contacts, focus groups, advisory committees, and networking. Each stakeholder group is asked 1) what priority initiatives are included in their strategic plan or plan-of-work, 2) what issues do they envision affecting the economic and physical wellbeing of Alabamians across the state, 3) what priority needs of their clientele connect with ACES's educational programming capacity, and 4) what linkages do they envision that would strengthen the working relationship with ACES. Results gleaned from grass-tops needs assessment activities are incorporated into the planning process by State Extension Specialists when our 14 program teams meet in September and October.

The second major component of the annual needs assessment involves engagement of grassroots stakeholders. The Assistant Director for Program Operations and Innovations and 67 County Extension Coordinators organize and conduct grassroots community conversations to confirm, prioritize, or regionalize needs. Objectives are to engage a cross section of citizens to 1) discuss and understand the facts regarding significant issues facing the state and the opportunities for positive change and 2) dialogue about significant issues and the potential for programs that acknowledge and address the current changes in the way citizens think, live, and function in their daily lives, families, communities and businesses.

Nearly 2,000 citizens participated in these activities. Demographic data collected by County Extension Coordinators shows: 60% female, 40% male; 67% white, 32% black, and 1% belonging to other racial groups.

3. A statement of how the input will be considered

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

Brief explanation.

Collectively, grass-tops and grassroots stakeholders defined six system-wide strategic program initiatives:

1. Health and Wellness across the Lifespan
2. Workforce Development
3. Safe and Secure Food Supply
4. Financial Literacy across the Lifespan
5. Sustainable Agricultural and Forestry Systems
6. Environmental Stewardship

The Assistant Directors for Programs collaborate to develop a logic model for each strategic program initiative focusing on specific objectives, outputs, and outcomes that allowed for application across various program areas. Each logic model includes an evaluation plan.

Fourteen program teams, consisting of State Extension Specialists and Regional Extension Agents, prepare an annual plan-of-work. Steps included 1) determining which strategic program initiatives fit with the team's capabilities and resources, 2) developing a programmatic response consistent with the objectives, outputs, and outcomes of the respective strategic program initiative logic model, and 3) completing the program team plan-of-work to include ongoing programs or special funded projects.

Program team plans-of-work are shared with County Extension Coordinators on November 1 in preparation for three multi-county regional meetings held across the state in early December. County Extension Coordinators and Regional Extension Agents meet to discuss program alternatives and to make mutual decisions regarding programs, staff involved, dates, locations. The ultimate outcome is an individual plan-of-work for County Extension Coordinators and Regional Extension Agents based on the grass-tops and grassroots needs assessment results.

Brief Explanation of what you learned from your Stakeholders

Stakeholders support two major program thrusts: base programming and issue-based programming. Base programming involves applying and sharing knowledge grounded in research-based science. These programs are fundamental to the land-grant mission and are discipline or subject-matter focused. Issue-based programming involves working directly with citizens to affect positive change through research-based science. These programs address current issues and opportunities affecting the quality of life and well-being of broad range of citizens. They are multi-disciplinary in scope and are issue focused.

IV. Expenditure Summary

1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)			
Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
6926369	2111035	0	0

2. Totaled Actual dollars from Planned Programs Inputs				
Extension			Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	4837373	2115511	0	0
Actual Matching	6926369	2115511	0	0
Actual All Other	38279170	3902368	0	0
Total Actual Expended	50042912	8133390	0	0

3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous				
Carryover	4837373	183000	0	0

V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	Childhood Obesity
2	Climate Change
3	Food Safety
4	Global Food Security and Hunger
5	Sustainable Energy
6	Agriculture, Forestry, and Related Industries
7	Community, Family, Home and Youth Development
8	Economic and Community Development
9	Environmental Stewardship
10	Financial Literacy Across the Lifespan
11	Human Nutrition, Diet and Health
12	Workforce Development
13	Forestry, Wildlife, and Natural Resources
14	Home Grounds, Gardening, and Home Pests
15	4-H and Youth Development
16	Family and Child Development
17	Consumer Science and Personal Financial Management
18	Commercial Horticulture
19	Agronomic Crops
20	Farm Management and Agricultural Enterprise Analysis
21	Aquaculture, freshwater, and marine resources
22	Poultry Production and Processing

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Childhood Obesity

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
701	Nutrient Composition of Food	20%	20%		
702	Requirements and Function of Nutrients and Other Food Components	20%	20%		
703	Nutrition Education and Behavior	20%	20%		
704	Nutrition and Hunger in the Population	10%	10%		
723	Hazards to Human Health and Safety	10%	10%		
724	Healthy Lifestyle	10%	10%		
805	Community Institutions, Health, and Social Services	10%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	20.0	3.5	0.0	0.0
Actual Paid Professional	24.6	6.0	0.0	0.0
Actual Volunteer	0.0	8.0	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
719560	239264	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
463194	239264	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1998724	319019	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

4-H & YD: 4th graders in NEP qualifying schools team taught BodyQuest. NEP educators and 4-H & YD professionals provide each youth 17 hours of contact (six lesson reinforced with fruit and veg. tastings, traditional pen and paper and Ipad applications. 4-H professionals extend programming beyond the NEP audience.

307- Community Health Aerobic Motivational Program Initiating Optimal Nutrition (CHAMPION):The program was designed to improve health of the target audience through lifestyle changes such as adopting obtainable eating practices and daily physical activity and improving behavioral habits. The activities included 1) a questionnaire to collect demographic, health, nutrition, and physical activity data, and 2) implementation of a weight management program for adults and elderly that increased knowledge and improved body image, selection of a balance diet, promotion of physical activity, and intervention/maintenance of chronic diseases.

2. Brief description of the target audience

4-H & YD: youth audience in Alabama

307- CHAMPION: audiences included youth, adults and elderly

3. How was eXtension used?

eXtension was not used in 4-H & YD.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	3113	29395	28103	36019

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	13	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.
 Not reporting on this Output for this Annual Report

Output #2

Output Measure

- This program area will include numerous output activities and methods as part of the SPIs and SPFs which are described/explained in the prior planned program; outcome activities and methods sections. The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the SPIs and SPFs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity. Publications

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
2	Major outcome measures in Human Nutrition, Diet, and Health will be the decrease in diseases which are directly related to nutrition, and the decrease in the percent of obese adults and children. The yearly targets below are percentage decreases in diseases.
3	Increase consumption of fruits and vegetables. Not reporting because the program is still in the development phase and expected outcomes have not been generated to date but will be in 2013.
4	This program area will include numerous output activities and methods as part of the SPIs and SPFs which are described/explained in the prior planned program;outcome activities and methods sections. The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the SPIs and SPFs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity. Publications
5	307 CHAMPION:pre and post tests to assess before and after knowledge, 2) weight logs, 3) implement nutrition and physical activity program to youth ages 5-18 years old 4) youth data collected through a profile assessment and pre and posttests before and after lessons.

Outcome #1

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Major outcome measures in Human Nutrition, Diet, and Health will be the decrease in diseases which are directly related to nutrition, and the decrease in the percent of obese adults and children. The yearly targets below are percentage decreases in diseases.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
701	Nutrient Composition of Food
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
704	Nutrition and Hunger in the Population
723	Hazards to Human Health and Safety
724	Healthy Lifestyle
805	Community Institutions, Health, and Social Services

Outcome #3

1. Outcome Measures

Increase consumption of fruits and vegetables. Not reporting because the program is still in the development phase and expected outcomes have not been generated to date but will be in 2013.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

This program area will include numerous output activities and methods as part of the SPIs and SPFs which are described/explained in the prior planned program;outcome activities and methods sections. The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the SPIs and SPFs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity. Publications

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Society/Health Care Industry/Parents because of proven health benefits of fruit and vegetable consumption.

What has been done

Delivery of BodyQuest program to Alabama youth.

Results

Youth consume more fruits and vegetables.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #5

1. Outcome Measures

307 CHAMPION:pre and post tests to assess before and after knowledge, 2) weight logs, 3) implement nutrition and physical activity program to youth ages 5-18 years old 4) youth data collected through a profile assessment and pre and posttests before and after lessons.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Obesity is a risk factor for chronic diseases and 35.7% of Alabamian are obese. Obesity contributes to fifty percent of Alabama's death through the development of chronic diseases such as high blood pressure, elevated cholesterol and cardiovascular diseases. Poor diet and physical inactivity are two key factors in the development of obesity. This program encompasses issues of proper nutrition, chronic diseases and physical inactivity by educating and empowering of limited resource, individual and families.

What has been done

Both educational and instructional nutrition and physical activity classes were conducted throughout the state by seven Urban Regional Extension Agents housed in the Urban Centers. Participants were administered pre and post profile assessment to assess behavioral habits and pre and post test to assess knowledge. CHAMPION was publicized via radio PSAs, television spots, health fairs, flyers and newsletters. Approximately 300 youth engaged in 60 minutes physical activity sessions in physical education classes or after school programs.

Results

Program attendance increased 125.1% from 2011 for adults and elderly (N=227) and 2012 (N=511). Youth participants increased by 36.7% from 2011 (N=215 youth) to 2012 (N=294 youth). The nutrition, physical activity and chronic disease knowledge of 511 adults and elderly increased from pre to posttest by 83.5%. Seventy percent (70%) of adult participants lost a total of 324 pounds. Nutrition knowledge of 294 youth, ages 5-18 increased from pre to posttest by 88% (N=153). Fifty-two percent (52% - N=153) of youth engaged in exercise or participated in sports.

4. Associated Knowledge Areas

KA Code	Knowledge Area
701	Nutrient Composition of Food
703	Nutrition Education and Behavior
724	Healthy Lifestyle

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Youth participants in BodyQuest consume more fruits and vegetables per NEP data. 4-H data (post test) will not come in until the end of 2013 because of research model. Data will be reported at that time. This program spans planning and reporting years.

307 CHAMPION:

- Youth participation increased by 37% and by 100% for adults.
- Participants' knowledge increased by 85% for both youth (300) and adults (511).
- Significant weight lost: 511 adults lost over 324 pounds.

Key Items of Evaluation

Youth participants in BodyQuest consume more fruits and vegetables.

307 CHAMPION:

- Programmatic participation increased for youth groups by 37%.
- The number of adult participants increased by 100%.
- Results of Pre and Post tests indicated an 85% increase in knowledge.
- Of 511 participants, approximately 234 pounds were lost.

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

Climate Change

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	20%	0%		
132	Weather and Climate	60%	0%		
205	Plant Management Systems	10%	0%		
211	Insects, Mites, and Other Arthropods Affecting Plants	5%	0%		
212	Pathogens and Nematodes Affecting Plants	5%	0%		
	Total	100%	0%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	2.0	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
2757	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
8312	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
38156	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The main activities planned for this program were:

1. Increase stakeholders (farmers, county and faculty extension specialists, consultants) literacy on climate variability and change. This will be achieved through in-service training sessions, multi-state conferences, workshops, development of news letters and extension bulletins, and participation in outreach activities.

- Multi-state in-service training with title "Climate Adaptation Exchange" for farmers, extension agents, and extension specialists for the Tri-state (AL-GA-FL) region of the SE US. This event was conducted to feature seven examples of proposed agricultural management strategies that provide growers with alternative ways to manage climate-related risk 8 hours - 63 attendees.
- Multi-state in-service training with title "Sixth meeting of the Tri-state Row Crop Climate working group. Goal: Learn about 3 "best bet" technologies for climate adaptation in row crop production. 7 hours - 36 attendees.
- A workshop with title "Climate information and the use of Agroclimate tools" for the Alabama county extension coordinators. 4 hours workshop - 15 attendees.
- In-service training with title "Disaster preparedness training webinar" for extension coordinators and extension agents from ACES. 75 attendees.
- Climate Extension website (<http://www.aces.edu/climate/>). The website has received 2736 visits and 19,649 hits (75 hits per day) since development in April 1st, 2012.
- Climate educational video - "Crops Chronicles: Better Farming through Climate Management" <http://www.youtube.com/watch?v=Dn5a60xDbPg> (571 views since January 25, 2012)
- News letter with title "Ag. Outlook - Winter 2012" disseminated through the "Alabama Crops. Com website" has received 105 visits and 979 views since January 1st, 2012.
- Development of two Extension publications: "ABC's of Climate variability" and "Planting date and variety selection effects on Wheat Yield".
- Development of Climate Extension website: www.aces.edu/climate
- Participation of a county meeting for forage producers. The impact of El Niño Southern Oscillation on the Alabama climate was discussed. 20 attendees.
- Participation during the Ag Discovery Adventure. Interactive activities for kids about weather and climate. ~ 750 attendees.
- Participation with a presentation during the Soil Water Conservation Society meeting - Alabama Chapter. 65 attendees.
- Article in mass media sources - **Ortiz, B.** 2012. Proper variety, planting date help insure top wheat yields. Southeast Farm Press magazine. October 9, 2012. <http://southeastfarmpress.com/grains/proper-variety-planting-date-help-insure-top-wheat-yields> (Southeast Farm Press magazine - Circulation: 50,000 in the Southeast)
- Stakeholders were reached out by email with climate information updates. The number of people contacted was 2,000.

2. Evaluate at state level, climate change projections developed for the Southeast which will improve skill of summer and fall forecasts.

- This is still a work in progress. Current climate change projections for the Southeast US have been evaluated by a group of scientists from the Florida State University and they found that models' resolution is too coarse to resolve regional and local scale processes such as variability influenced by El Niño

Southern oscillation or the North Atlantic Oscillation.

3. Identification of potential adaptation strategies to reduce the impact of climate change on agricultural systems. This is expected to be achieved through in-service training sessions combined with panel discussions with participation of farmers, agribusiness representatives, commodity associations, cooperatives, water management districts, and county and state governments.

- The meetings carried out to discuss potential adaptation strategies were:
 - Multi-state in-service training with title "Climate Adaptation Exchange" for farmers, extension agents, and extension specialists. 8 hours - 63 attendees.
 - Multi-state in-service training with title "Sixth meeting of the Tri-state Row Crop Climate working group. Goal: Learn about 3 "best bet" technologies for climate adaptation in row crop production. 7 hours - 36 attendees.
 - A workshop with title "Climate information and the use of Agroclimate tools" for the Alabama county extension coordinators. 4 hours workshop - 15 attendees.
 - Participation of a county meeting for forage producers. The impact of El Niño Southern Oscillation on the Alabama climate was discussed. 20 attendees.
 - Evaluation of planting date and variety selection as potential strategies to minimize climate-related risks on wheat production was conducted. Results were disseminated through farmers meetings, preparation of one extension publication. In addition, two manuscripts were prepared for publication; one of them has been accepted for publication in Agronomy Journal.

4. Evaluation of changes in pest/diseases as consequence of climate change - Monitoring and management of row crops, fruits and vegetables pest education.

- Unfortunately, this activity within the plan was not conducted due to a limited amount of time. However, meetings with research and extension entomologists from the University of Georgia and Auburn University were conducted to identify the focus of this work and data available to conduct initial studies. It was identified that studies looking at the impact of climate variability on Hessian Fly (a pest for wheat), and aphids responsible to transmit the barley yellow dwarf on wheat will be possible and will have impact among the farmers in the region.

5. Evaluation of changes in water resources as consequence of climate change - Education on monitoring and management of water resources.

- Participation with a presentation during the Soil Water Conservation Society meeting - Alabama Chapter. Title of the presentation: "Uses of climate information and forecasts by crop and water managers". 65 attendees.

6. Evaluate the scenarios for agricultural trade at international/regional levels under different climate change scenarios to understand potential implications for agricultural and trade policy as a result of climate change.

- Due to time constrains, this objective was not achieved.

7. Development of Decision Support Systems.

- Data was generated through research studies to develop a tool assessing the yield risk associated with delayed planting of winter wheat under different ENSO phases in the Southeast USA. The tool will be developed during the first six months of 2013.

2. Brief description of the target audience

The activities of the Climate Change Program Priority Team reached the following groups of stakeholders: 1) row crop and fruit-vegetable producers and their representatives groups that include, but are not limited to, the Alabama Cotton Commission, Alabama Peanut Commission, Alabama Soybean Producers, and Alabama Wheat and Feed Grains Committee; 2) row crop, forage, fruit-vegetable advisors including ACES agents and specialists, ACES county coordinators, ACES risk preparedness specialists, public and private crops advisors; 3) governmental agency personnel including USDA, NRCS, and State of Alabama Soil and Water Conservation Committee; and 4) private citizens impacted by policies and practices used for the production of food, fuel, and fiber. All educational programming efforts targeted audiences without exclusion or discrimination, as specifically defined by ACES policy guidelines.

3. How was eXtension used?

No

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	400	5700	100	0

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	2	1	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- - Distribution of basic information about climate variability and climate change not only for Alabama but also for the Southeast. Most of the information will be related to differences between climate variability and change, maps of the average spatial variability of the most important climatic variables (e.g., rainfall and temperature), forecasts provided by US official weather service (NOAA). Several methods of notification (email-Timely Information Sheets, articles in popular press, climate variability/ climate change web site specifically designed for the program, etc) will be used to disseminate information. - Specific outputs include: 1) News and current information posted on the Climate web site as well as agronomic crops web site (www.alabamacrops.com).

Year	Actual
2012	20

Output #2

Output Measure

- - Meetings, in-service trainings, and workshops, will include information on the relationships between agriculture/natural resources and climate change as well as potential impacts, relationships between pest/diseases changes in relation to climate variability and climate change. - Specific outputs include: 1) Multi-state conferences on climate change and the implications for agriculture and natural resources, 2) In-service training meetings for target audiences (e.g., row crops producers, fruit and vegetable producers, soils and water conservationists, etc).

Year	Actual
2012	12

Output #3

Output Measure

- - Reports based on reviews of current knowledge about the relationships between agriculture and climate change and potential impacts.
Not reporting on this Output for this Annual Report

Output #4

Output Measure

- - Recommendations for adaptation strategies for row crops/fruit and vegetables will be development to reduce the risks of climate variability and climate change. - Specific outputs include: a) Guidelines for agronomic management under various climate variability and climate change scenarios and b) Hard copy publications for use in production meetings and trainings where deemed appropriated.

Year	Actual
2012	5

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

O. No.	OUTCOME NAME
1	Members of the ACES Climate Change team will be required to provide a success story on an annual basis describing the program activity which they felt best demonstrated the impacts of their work. These success stories contain the following elements: a) why the program was conducted or the situation/problem that was addressed; b) specifically what and how it was done; c) the time period involved; d) the specific locations involved; e) who was impacted; f) how many people were served; and g) the final impacts. Short-term outcome: The most immediate outcomes are: 1) Increased understanding of the potential impacts of climate variability and climate change on row crops, fruits and vegetables;
2	2) Increased information about the impact of ENSO phases on row crops, fruits and vegetables;
3	3) Alabama stakeholders trained/educated in climate variability and climate change topics;
4	4) Alabama growers, extension agents and extension specialists trained in using agroclimatic decision support tools
5	5) Capacities strengthened for integrating climate change risks and opportunities into state and regional development assistance
6	6) Capacities strengthened to access and use resources effectively to reduce risks associated with climate variability and climate change
7	7) Capacities strengthened to understand and manage water or natural resources in the context of climate vulnerability
8	8) Identification of the most profitable row crops management practices by ENSO phase
9	9) Identification of adaptation strategies to reduce climate change impacts.
10	10) increased awareness of the impacts of climate on agricultural Production.
11	Medium-term outcomes: The medium-term outcomes of the Climate Change Extension Program are: 1) implementation of a new system of management practices for row crops and vegetables according to ENSO phase
12	2) Improved agronomic management row crops and vegetables
13	Long-term outcomes: The long-term outcomes of the Climate Change Extension Program are: 1) increased profitability of Alabama growers
14	2) improved soil conditions
15	3) reduced environmental impacts

16	4) competitive Auburn and ACES Agronomic Research, Extension and Education system.
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Outcome #1

1. Outcome Measures

Members of the ACES Climate Change team will be required to provide a success story on an annual basis describing the program activity which they felt best demonstrated the impacts of their work. These success stories contain the following elements: a) why the program was conducted or the situation/problem that was addressed; b) specifically what and how it was done; c) the time period involved; d) the specific locations involved; e) who was impacted; f) how many people were served; and g) the final impacts. Short-term outcome: The most immediate outcomes are: 1) Increased understanding of the potential impacts of climate variability and climate change on row crops, fruits and vegetables;

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Use of climate information to support agronomic management decisions.

What has been done

The farmer, Myron Jonhson from Headland, knew from the climate meetings that drought conditions were likely to happened and because of that, he decided to kill his cover crop earlier and plant the peanut crop earlier than normal.

- A second Farmer, Jesse Scott, from Geneva County in Alabama, expressed that "based on the climate information he received during the winter row crops climate working group meeting", he increased the acreage (increase 30-40 acres) planted in corn.

Results

-Changes in management decisions, early termination of cover crops and early planting of penuts, saved Mr. Myron Jhonson his peanut production and allowed him to have higher production than his neighbors.

- Because of the increase in corn acreage by Mr. Jesse Scott and good weather and climate condictions, Mr. Scoot perceived an increase in corn yield and profitability. The yield in 2012 was

95 bu/acre (116 acres - 40 acres more than usual) compared with the 3 years average of 60-85 bu/acre.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
205	Plant Management Systems

Outcome #2

1. Outcome Measures

2) Increased information about the impact of ENSO phases on row crops, fruits and vegetables;

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

-ENSO (El Niño nd La Niña phase of ENSO) has an impact on the cliamte in the Southeast. Therefore, if rsearchers, extension personnel and farmers are aware of how the climate cahnge with ENSO and the possible consequences on crop production; then management strategies can be implemented to reduce climate-related risks.

What has been done

- The extension publication: "Planting date and variety selection effects on Wheat Yield" was prepared and distributed among stakeholders to inform them on the importance of selecting correctly these two practices to reduce climate-related risks.

- Preparation of the Extension publication: "ABC's of Climate variability". This publication include information on the impact of ENSO on precipitation and Alabama as well as row crops production.

- Preparation of ONE article about the importance of planting date and variety selection on wheat production and the impact of climate variability on wheat yield. Article name: "Proper variety,

planting date help insure top wheat yields. Southeast Farm Press magazine. October 9, 2012. <http://southeastfarmpress.com/grains/proper-variety-planting-date-help-insure-top-wheat-yields> (Southeast Farm Press magazine - Circulation: 50,000 in the Southeast).

- Preparation of ONE Climate educational video ? ?Crops Chronicles: Better Farming through Climate Management? <http://www.youtube.com/watch?v=Dn5a60xDbPg> (571 views since January 25, 2012).

- The impact of climate variability, especially ENSO, on forage crops, especially Ryegrass was conducted in 2012. Preliminary results of this work were presented to forage producers in the Montgomery, AL area. On February 12, 2013, results of this analysis as well as information on how ENSO impacts climate in Alabama will be presented at the Annual Meeting of Alabama Beef Cattle Association.

-Organization of ONE workshop to train county extension coordinators part of the Alabama Cooperative Extension System. The workshop was focused on climate variability, impacts on row crops production and training on the use of web-based climate decision support tools hosted in the Agroclimate website. (www.agroclimate.org). ~ 15 people attended the workshop

- Participation/organization in three in-service training focused on dissemination of information on Climate variability, identification or adaptation and mitigation strategies to reduce climate-related risks. ~ 180 people participate of the trainings.

Results

- Stakeholders are aware of the impacts of ENSO on climate and some of the web-based climate tools to support management decisions, as well as some of the management strategies available to reduce climate-related risks.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
211	Insects, Mites, and Other Arthropods Affecting Plants

Outcome #3

1. Outcome Measures

3) Alabama stakeholders trained/educated in climate variability and climate change topics;

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

- The climate literacy of farmers, extension agents, extension faculty, and crop consultants were increased by the knowledge, information and trainings conducted through the Climate extension website, in-service trainings, workshops, meetings, emails

What has been done

1. One of the most important success stories as a result of the participatory approach to engaging stakeholders about managing for climate related risks is documented in the video: <http://www.climatewatch.noaa.gov/video/2012/expanding-on-the-almanac-farmers-bet-on-climate-forecast-pays-off>.

This video features one of the Alabama farmers participating of the Tri-state climate working group since April 2010. The farmer has attended the bi-annual meetings which have addressed topic and group working strategies such as: ?leaning from the past climate/weather event that impacted production & imagining the future?, seasonal climate variability, web-based climate decision support systems, adaptation option 1: Sod-based rotation, the adaptation exchange, adaptation option 2: conservation tillage?.

2. In-service trainings, workshops, and presentation of information during farmers meetings and webinars, participation in regional meetings, were conducted to train stakeholders not only from Alabama but the Southeast US.

3. A webpage (www.aces.edu/climate) was designed to disseminate climate information as well as educate stakeholders about climate. The website has received 2736 visits and 19,649 hits (75 hits per day) since development in April 1st, 2012.

4. Preparation and diffusion of two Extension Publications: 1) ?ABC?s of Climate variability?, 2) and ?Planting date and variety selection effects on Wheat Yield?. Since the publication online, the publication ??Planting date and variety selection effects on Wheat Yield? has been accessed by 187 people.

3. Around 7,500 people received climate information through in-service trainings, workshops, formal presentations, access to climate documents available on-line.

Results

Results from a survey conducted during a workshop with participation of ACES county extension coordinators showed that:

? The 2012 workshop on ?Climate information and the use of Agroclimate tools? increased knowledge level of the participants (Alabama county extension coordinators) by 40%, overall learning level by 83%, and learning level specifically on how to use the agroclimate tools by 50% (as judged by pre and post workshop surveys). This workshop increased the awareness of the participants about the website- agroclimate.org and increased interest of 89% of participants on using the information from the website. Among total participants 43% was found interested in future similar workshops.

? Fifty-one per cent of the participants of the 2012 workshop were motivated to access the information on forecast and from Agroclimate tools.

- More than 2000 people within the Alabama Cooperative Extension Systems were reach out by email about climate related issues.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
205	Plant Management Systems

Outcome #4

1. Outcome Measures

4) Alabama growers, extension agents and extension specialists trained in using agroclimatic decision support tools

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Increase climate literacy among extension agents, county extension coordinators, and extension faculty

What has been done

-A workshop with title "Climate information and the use of Agroclimate tools" for the Alabama county extension coordinators. 4 hours workshop ? 15 attendees

Results

"The 2012 workshop on "Climate information and the use of Agroclimate tools" increased knowledge level of the participants (Alabama county extension coordinators) by 40%, overall learning level by 83%, and learning level specifically on how to use the agroclimate tools by 50% (as judged by pre and post workshop surveys). This workshop increased the awareness of the participants about the website- agroclimate.org and increased interest of 89% of participants on using the information from the website. Among total participants 43% was found interested in

future similar workshops.

?Fifty-one per cent of the participants of the 2012 workshop were motivated to access the information on forecast and from Agroclimate tools.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate

Outcome #5

1. Outcome Measures

5) Capacities strengthened for integrating climate change risks and opportunities into state and regional development assistance

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An increase in climate literacy, use of climate-based decision support tools and knowledge of how to use climate forecasts as part of the management decision process will provide stakeholders with information to reduce climate related risks.

What has been done

- Hand-on trainings (workshops), presentations at farmers meetings, webinars for people working for ACES, meetings like the Alabama Soil and Water Conservation Society.

Results

The two extension publications: ?ABC?s of Climate variability? and ?Planting date and variety selection effects on Wheat Yield?. Provide basic and specific information that allows extension agents and county coordinators to transfer information about climate-related risks for row crops production. The training received by the extension agents and county extension coordinators (training the trainers) prepare them for discussions with farmers and team identification of climate-

based information strategies to reduce production risks.

The increased participation of extension agents and farmers on climate information training (how to interpret a forecast, how to use the new ACES climate extension web site, how to use the climate-base decision support tools in Agroclimate) ensure they will have the basic knowledge to reach out our stakeholders

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants

Outcome #6

1. Outcome Measures

6)Capacities strengthened to access and use resources effectively to reduce risks associated with climate variability and climate change

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

7) Capacities strengthened to understand and manage water or natural resources in the context of climate vulnerability

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

8) Identification of the most profitable row crops management practices by ENSO phase

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Adjustment of management practices based on the ENO forecast could be an strategy to recude climate-related risks.

What has been done

Results from research studies has been presented durign farmers meetings and included in to extension publications.

Results

The identification of the most profitable management practices by ENSO phase is a work in progress but progress was made for wheat. The participation of AL extension agents, extension specialists, and farmers during the Tri-state Climate workshop group meetings as well as the Climate Adaptation Exchange meeting guarantee they will have resources (information) about potential management practices that could be implemented or are currently implemented by farmers to reduce climate-related risks

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
205	Plant Management Systems

Outcome #9

1. Outcome Measures

9) Identification of adaptation strategies to reduce climate change impacts.

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

10) increased awareness of the impacts of climate on agricultural Production.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Awareness has been increased on the impact of ENSO phases on wheat and Ryegrass production in Alabama. Farmers and extension agents are aware of the impacts as well as potential management strategies to reduce those impacts

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
205	Plant Management Systems

Outcome #11

1. Outcome Measures

Medium-term outcomes: The medium-term outcomes of the Climate Change Extension Program are: 1) implementation of a new system of management practices for row crops and vegetables according to ENSO phase

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

A work in progress can be considered the implementation of a new set of management practices to reduce climate-related risks. At the moment, on-going research is carried out to provide this type of information for different crops and different locations throughout the state. Farmers and extension agents are currently engaged on these research projects

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate

Outcome #12

1. Outcome Measures

- 2) Improved agronomic management row crops and vegetables

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Climate information disseminated through meetings, hands-on trainings on the use of web-based climate decision support decisions, as well as results from climate-based research projects have been the resources provided to farmers to support their management decisions in order to reduce climate-related risks

Results

Awareness has been raise on the impact of climate variability on agricultural crops.

4. Associated Knowledge Areas

KA Code	Knowledge Area
132	Weather and Climate
205	Plant Management Systems

Outcome #13

1. Outcome Measures

Long-term outcomes: The long-term outcomes of the Climate Change Extension Program are: 1) increased profitability of Alabama growers

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Continuation of the current extension and research activities will result on increased knowledge of the potential impacts climate variability will have on agricultural production, management practices to reduce climate relate risks. This increased knowledge will result on increased profitability and increased environmental stewardship. These activities will also strength the

response and support capacity of the ACES Agronomic Research, Extension and Education system

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
132	Weather and Climate
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants

Outcome #14

1. Outcome Measures

2) improved soil conditions

Not Reporting on this Outcome Measure

Outcome #15

1. Outcome Measures

3) reduced environmental impacts

Not Reporting on this Outcome Measure

Outcome #16

1. Outcome Measures

4) competitive Auburn and ACES Agronomic Research, Extension and Education system.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
-------------	---------------

2012

0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

The continuation of the climate extension programs will strength people knowlege about how to use the climate information to reduce climate-related risks

4. Associated Knowledge Areas

KA Code	Knowledge Area
132	Weather and Climate
205	Plant Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy

Brief Explanation

Commodity Prices is a factor that sometimes drives farmers decision over the technical information on the impact of climate of their crops. Even though farmers know their crop might be at risk due to climatic conditions, if prices are high they are going to increase acreage not matter the outcome.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

In 2012, evaluation process was carried out during the extension activities: "Climate Adaptation Exchange" and the "Climate information and the use of Agroclimate tools workshop". A Pre and post evaluation survey was conducted during the workshop. Results from the evaluation showed that: 1) the 2012 workshop strengthened the understanding of extension faculty researchers about AgroClimate.org tools which can be used in agriculture and some climate variability issues faced by the growers, 2) The 2012 workshop increased knowledge level of the participants (Alabama county extension coordinators) by 40%, overall learning level by 83% and learning level specifically on how to use the AgroClimate.org tools by 50% (as judged by pre and post workshop surveys). This workshop increased the awareness of the participants about the website- AgroClimate.org.org and increased interest of 89% of participants on using the information from the website. Among total participants 43% was found interested in future similar workshops; 3) Fifty-one per cent of the participants of the 2012 workshop were motivated to access the information on

forecast and from AgroClimate.org tools; 4) The Climate Extension website from Alabama Cooperative Extension System has distributed information to more than 2736 people since May 2012 and more than 10 people per day are found to be interested to get information from this website

Key Items of Evaluation

The Climate Extension website from Alabama Cooperative Extension System has distributed information to more than 2736 people since May 2012 and more than 10 people per day are found to be interested to get information from this website

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Food Safety

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
205	Plant Management Systems	10%	10%		
501	New and Improved Food Processing Technologies	20%	20%		
503	Quality Maintenance in Storing and Marketing Food Products	20%	20%		
504	Home and Commercial Food Service	20%	20%		
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources	15%	15%		
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins	15%	15%		
Total		100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	11.0	0.0	0.0	0.0
Actual Paid Professional	23.5	0.9	0.0	0.0
Actual Volunteer	2.5	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
696594	35329	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
528604	35329	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2511670	47106	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Food Safety Team's activities are teaching safe food preparation, processing and handling practices through 5 primary programs which are: Food Safety Training for Food Service Workers; Home Food Preservation Techniques, Better Process Controls for food processors, Good Agricultural Practices for farmers and safe seafood processing through HACCP principles. Each project includes a variety of educational activities.

The Home Grounds team contributed workshops/demo's titled, Home Grown. REAs on this team have training and tools to educate residential gardeners a better understanding of the resources they use, and pest and plant management techniques to improve food garden production. Agents also recruit volunteers (188 vol's in 2012) to assist in educational outreach at county fairs, information booths, community gardens, assisting workshops, and in displays.

The primary focus for 2012 Home Grown programs was to: 1. increase the application of IPM techniques used in home food gardens; 2. increase the production of home grown produce; 3. increase the quantity and quality of safe local food production.

2. Brief description of the target audience

The primary target audiences for the food safety team are food service workers, food processors and consumers.

The primary target audience for Home Grown workshops/demo's is residential gardeners growing for their families or as small producers at local farmers' markets.

3. How was eXtension used?

The Alabama Food Safety team provided the leadership and 4 core members to the food safety eXtension program. Information pages were posted to the eXtension website and nearly 200 Ask the Expert questions were answered by the Alabama Food Safety Team. Questions were answered not only from Alabama but from other states and even individuals from outside the US.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	22490	4780000	2301	14500

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

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	2	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2012	0

Output #2

Output Measure

- The number of Home Grown workshops coordinated/hosted by Home Grounds team REAs - 76

Year	Actual
2012	76

Output #3

Output Measure

- number of participants in Home Grown wksp/demo's

Year	Actual
2012	6250

Output #4

Output Measure

- number of media stories related to home food gardens - vegetables, fruits, pruning, raised beds, soils, etc (201)

Year	Actual
2012	201

Output #5

Output Measure

- web based video teaching "Friend or Foe" insects in the garden, <http://vimeo.com/48026353>

Year	Actual
2012	1

Output #6

Output Measure

- REA's started or continued FACEBOOK pages to promote best gardening practices

Year	Actual
2012	5

Output #7

Output Measure

- Master Gardeners had demo gardens in Lee, Houston, Elmore, Madison, Jefferson, Tuscaloosa, Montgomery, Mobile, Cleburne, Calhoun, Chilton, and Etowah counties. These teach concepts such as composting, soil amendmets, raised beds, heirloom plants, food plants, variety selection, and pollinator plants, varieties best adapted to specific parts of our state

Year	Actual
2012	12

Output #8

Output Measure

- Extension Specialists supported Home Grown wksp: Majumdar, Mitchell, Sikora, Browne, Goff, Kemble, Caylor, Jacobi, Hagan, Graham, Fields

Year	Actual
2012	11

Output #9

Output Measure

- Food Safety started a Facebook Page to promote programing and give food safety information

Year	Actual
2012	11

Output #10

Output Measure

- Number of counties served by the Food Safety Team was 67

Year	Actual
2012	67

Output #11

Output Measure

- Food Safety Programs were also offered on handwashing, safe food preparation House of Horrible Germs, Smart food shopper and General food safety programs. These programs were not evaluated.

Year	Actual
2012	14657

Output #12

Output Measure

- Food Service workers were taught in 110 classes throughout the state.

Year	Actual
2012	1227

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

O. No.	OUTCOME NAME
1	A major outcome will be the number of food service workers who participate in Extension sponsored Food Safety Training.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	Home Grown (HG) wksp - % participants who improved their knowledge of recommended pest mgt tactics for food garden crop plants
4	HG wksp - % participants who improved their knowledge of the value of cover crops in home food gardens
5	HG wksp - % participants who improved their knowledge of identifying disease and insect pests in food gardens
6	HG wksp - % participants who improved their knowledge of beneficial insects and pollinators (ID, predators, pollinators, etc)
7	HG wksp - % participants who improved their knowledge of fruit/veg variety selection for pest mgt and usage preferences
8	HG wksp - % participants who improved their knowledge of pruning techniques of fruit bearing plants
9	HG wksp - % participants who plan to start a new garden or expand the size of their current garden
10	HG wksp - % participants who plan to use compost in their garden as soil amendment
11	HG wksp - % participants who plan to change their pest mgt techniques to those recommended in the workshop/demo today

12	HG wksp - % participants who will prune their fruit plants as shown/taught in today's workshop/demo
13	The Food Safety team measured the knowledge for participants of the Better Process Control Schools.
14	The Food Safety Team Measured knowledge and behavior change in individuals completing the Master Food Preserver course.
15	The Food Safety Team teaches Food Service Workers which conclude with an intensive examination in which 88% of the individuals pass the course allowing for the establishment to stay in business.
16	The Food Safety Team taught Good Agricultural Practices to Farmers and producers of fruits and vegetables.
17	The Food Safety Team taught a AFDO certifying course of HACCP to Seafood Processors.

Outcome #1

1. Outcome Measures

A major outcome will be the number of food service workers who participate in Extension sponsored Food Safety Training.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
501	New and Improved Food Processing Technologies
503	Quality Maintenance in Storing and Marketing Food Products
504	Home and Commercial Food Service
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
501	New and Improved Food Processing Technologies
503	Quality Maintenance in Storing and Marketing Food Products
504	Home and Commercial Food Service
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #3

1. Outcome Measures

Home Grown (HG) wksp - % participants who improved their knowledge of recommended pest mgt tactics for food garden crop plants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	93

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to the National Gardening Assoc., 2009, Impact of Home & Community Gardening in America, survey - An estimated 37% of U.S. households had a food garden - and 21% of these were new to vegetable gardening activities.

What has been done

Home Grounds team REA's provided teaching/demonstration in pest management strategies for the home food garden

Results

93% of respondents showed a knowledge gain comparing their understanding of pest management tactics prior to the workshop/demo and after - 563 participants surveyed

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #4

1. Outcome Measures

HG wksp - % participants who improved their knowledge of the value of cover crops in home food gardens

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	87

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Cover crops, whether used in large agronomic production or small garden production, improve soil (tilth, structure, nutrition, etc), reduce soil losses, can be used as mulch, can reduce disease pressure

What has been done

Home Grounds REAs provided workshops/demonstrations

Results

87% of respondents showed knowledge gain comparing their understanding of cover crops prior to the workshop/demo and after - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #5

1. Outcome Measures

HG wksp - % participants who improved their knowledge of identifying disease and insect pests in food gardens

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	88

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Disease and insects thrive in the southeastern US and can have devastating affects to food garden production. For new gardeners, this is a particular challenge as food garden pests are different and more abundant than pests of ornmental plants.

What has been done

Home Grown workshops/demo's to teach pest identification

Results

88% of respondents showed a knowledge gain comparing their understanding of pest ID prior to the workshop/demo and after - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #6

1. Outcome Measures

HG wksp - % participants who improved their knowledge of beneficial insects and pollinators (ID, predators, pollinators, etc)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	92

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Home Gardeners have become overly reliant on chemical controls to manage pests in the garden. They mis-use and over-use them. This not only has the potential to cause pest resistance and population booms, it can also harm beneficial insect predators/parasitoids and pollinators. Good pest management is about monitoring pests, target treating them early, and knowing how to avoid harm to beneficial insects.

What has been done

Home Grounds team REAs provided teaching/demonstration

Results

92% of respondents showed knowledge gain comparing their understanding of beneficial insect ID and their value prior to the workshop/demo and after - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #7

1. Outcome Measures

HG wksp - % participants who improved their knowledge of fruit/veg variety selection for pest mgt and usage preferences

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	89

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There are many (sometimes 100's) of different varieties for each fruit or vegetable available to grow in home food gardens. Each has it's own adaptability/resistances to specific climates and pests, and each can be better suited to particular recipe types or food preservation usage. Learning these differences will not only affect the plants' production capacity, but is also important in choosing the best variety for the family's preferences for each fruit/vegetable crop.

What has been done

Home Grounds REAs provided teaching/demonstration

Results

89% of respondents showed a knowledge gain comparing their understanding of the importance of fruit/veg variety selction for pest mgt and usage preferences - 563 participant surveys - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #8

1. Outcome Measures

HG wksp - % participants who improved their knowledge of pruning techniques of fruit bearing plants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	93

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Perennial fruit plants like peaches, blueberries and muscadines perform best and have higher yields when pruned properly. Proper pruning can affect disease mgt, structural integrity, and yield

What has been done

Home Grounds REAs provided teaching/demonstrations

Results

93% of respondents showed a knowledge gain comparing their understanding of pruning techniques in fruit crops prior to the workshop/demo and after - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #9

1. Outcome Measures

HG wksp - % participants who plan to start a new garden or expand the size of their current garden

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	49

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

According to the National Gardening Assoc, 2009, Impact of Home & Community Gardening in America survey - the average yields in home gardens = 1/2 lb/ft2 and the majority of gardens were sized 100 ft2 or less. And according to Gail Langellotto, Oregon State Univ (How Much Does a Vegetable Garden Cost/Save, 4/14/12), the average vegetable garden has a value return of \$0.74/ft2

What has been done

Home Grounds REAs provided teaching/demonstration

Results

49% of respondents intend to start a new food garden, raised bed, or expand the size of their current garden as a result of attending our program - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #10

1. Outcome Measures

HG wksp - % participants who plan to use compost in their garden as soil amendment

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	74

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Compost not only makes use of an on-site resource (lawn clippings, fall leaves, etc), but it is a valuable soil amendment that improves soil's water holding, infiltration, structure, tilth, etc

What has been done

Home Grounds REAs provided teaching/demonstration

Results

74% of respondents said they intend to use compost in their gardens as a result of attending our program. 52% said they will START composting the yard waste from their property. - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #11

1. Outcome Measures

HG wksp - % participants who plan to change their pest mgt techniques to those recommended in the workshop/demo today

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	73

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Pest management involves daily/weekly monitoring in a food garden. Treating with prevention or exclusion (ex: variety selection, row covers, netting) is not a new tactic, but is less known to home gardeners. Choosing disease resistant varieties is the preferred method of dealing with many disease pressures in SE gardens. These are examples of the IPM tactics taught in the workshops/demos

What has been done

Home Grounds REAs provided teaching/demonstration

Results

73% of respondents intend to start using the pest mgt tactics recommended in our workshops/demos as a result of attending our programs. Following our recommendations for pest management potentially decreases wasteful or unnecessary pesticide use and protects beneficial insects. As well, 73% of respondents said they intend to first ID the insect before applying pesticides in their home garden. Accurate ID is the first step in a good pest mgt plan. - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #12

1. Outcome Measures

HG wksp - % participants who will prune their fruit plants as shown/taught in today's workshop/demo

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	86

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Pruning is an important part of managing perennial fruit plants. Proper pruning improves yields, can reduce diseases, makes harvesting easier, improves structural integrity and more.

What has been done

Home Grounds REAs provided teaching, and for pruning in particular, demonstration

Results

86% of respondents intend to start pruning their fruit crop plants as shown in today's program - 563 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #13

1. Outcome Measures

The Food Safety team measured the knowledge for participants of the Better Process Control Schools.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	32

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Food Processors that produce caned foods by any method must successfully complete the Better Process Control School to stay in compliance with Food and Drug Administration (FDA) guidelines.

What has been done

Three workshops were completed through out the state. One in Birmingham, one in Auburn and one in the Troy area. Each participant must complete 8 exams to become certified.

Results

Thirty-two individuals successfully completed the classes. This allows food industry to stay in business producing safer food and also to allow new food entrepreneur businesses to start.

4. Associated Knowledge Areas

KA Code	Knowledge Area
501	New and Improved Food Processing Technologies
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #14

1. Outcome Measures

The Food Safety Team Measured knowledge and behavior change in individuals completing the Master Food Preserver course.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	250

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Proper home preservation techniques has been taught by extension since the start of extension programing. However, with more women working these techniques and safety measures have been lost for a generation. Now that individuals are looking more at where their food comes from more individuals are requesting safe methods for home preserving foods.

What has been done

Therefore, Home Food Preservation classes were offered in twenty one counties in Alabama. Participants were invited to attend from small adjoining counties. Proper Food Preservation techniques for freezing, canning and drying were taught. A notebook with clear deatils, both in words and pictures were given to each participant.

Results

Over 250 individuals attended the hands on workshops. Ten questions were asked at teh beginning of the series and at the end of the classes. Half of the questions were behavior change questions. At the end of the series 92% of the participants showed a change in behaviosr and an increase in knowledge.

4. Associated Knowledge Areas

KA Code	Knowledge Area
504	Home and Commercial Food Service
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #15

1. Outcome Measures

The Food Safety Team teaches Food Service Workers which conclude with an intensive examination in which 88% of the individuals pass the course allowing for the establishment to stay in business.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1227

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

More individuals are eating out as they try to balance work and home responsibilities. It is estimated that as many as 70% of meals are eaten away from home. This gives increased responsibility to the food service worker to supply safe and nutritious meals for the consumer. The state of Alabama requires that one individual from each food service establishment complete this intensive course to keep the food service facility open for business.

What has been done

A total of 110 classes through out the state of Alabama were taught in all 67 counties. Each participant is required to complete the two day course of study and complete an intensive exam.

Results

A total of 1227 individuals completed the class with 88% of the participants passing the exam. Even the individuals that did not pass the exam they did receive two days of training. The course emphasises avoiding cross contamination, proper cooking and cooling temperatures along with no bare hand contact.

4. Associated Knowledge Areas

KA Code	Knowledge Area
503	Quality Maintenance in Storing and Marketing Food Products
504	Home and Commercial Food Service
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #16

1. Outcome Measures

The Food Safety Team taught Good Agricultural Practices to Farmers and producers of fruits and vegetables.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	54

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

As Americans are encouraged to eat more fruits and vegetables the standards for the production of these products has increased. Also the industries that purchase the fruits and vegetables have required that the GAP guidelines be met in order to purchase the farmers produce. Also the consumer is interested in buying more foods locally therefore increasing the need to teach safe growing and harvesting practices.

What has been done

To engage the farmers in these practices 6 workshops were offered in various locations through out the state to make it convient for the farmers to attend the meetings. Two classes were offered in the northern part of the state, two in the central part and two in teh southern part of hte state.

Results

Since this was the first year these classes were offered and the farmers were new to the guidelines only 54 individuals attended the GAP meetings offered. The Standards of Operation of a GAP certified farm were reviewed in detail and each participant received a notebook with examples of forms and teh standards that need to be followed

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
501	New and Improved Food Processing Technologies
503	Quality Maintenance in Storing and Marketing Food Products
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources

712 Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #17

1. Outcome Measures

The Food Safety Team taught a AFDO certifying course of HACCP to Seafood Processors.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Individuals are encouraged to eat more seafood since it is low in calories when properly prepared. Seafood, however, has many food safety hazards taht must be considered when processing and harvesting seafood.

What has been done

A Seafood HACCP wrokshop was offered for the first time in nearly 10 years to seafood processors in Alabama. The couse was certified by the Association of Food and Drug Officals (AFDO). Each participant received a Seafood Hazards Guide and a Workshop course book. These matreials will be important tools for them to reference when making decisions on safety back at theri individual seafood processing plants.

Results

All 20 participants completed the assigned HACCP plan. They went through the entire process of completeing the HACCP paln with a team of 4 or 5 other participants. At teh course end the participants had to present their plans to a FDA inspector an dthey had to pass the inspection before completing the course.

4. Associated Knowledge Areas

KA Code	Knowledge Area
503	Quality Maintenance in Storing and Marketing Food Products
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and

Naturally Occurring Toxins

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

HG - Recent economic events (likely starting in 2008) have created a higher demand for food gardening programs. Over half of the programmatic requests in Home Grounds related to home food gardens in 2012.

The Food Safety Team continues to be in high demand due to the need for food produced in the US. The programs we offer assist food processors to meet the US State and Federal regulations in order to stay in business. More Home Food Preservation Classes were offered this year due to more individuals wanting to know how to process their own food.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

In the Home Grounds programs, Home Grown workshops/demo's, significant learning occurred for the survey respondents. Overall participants improved their knowledge from 46% to 107%. Many also responded they intend to apply the principles taught or shown to them during the programs (start a garden, use compost, start composting, change their pest mgt tactics to those recommended, ID insects before using pesticides, etc)

The Food Safety Team completed evaluations for 5 of our programing areas. These are outlined with each of hte program areas. In summary 1084 of the 1227 Food Service workers gained certification, twenty Seafood Processors received certificaion from AFDO, 54 farmers attended the GAP/GHP Standards workshop with only 10 becoming certified, 32 food processors completed the Better Process Control School as required by FDA and over 250 individuals completed a series of classes in food preservation with an end score of 92% behavior change in unsafe practices.

Key Items of Evaluation

In the Home Grounds programs, participants will have higher garden yields by implementing the recommended techniques. Presuming an average garden size of 50ft², a single season garden can minimally add \$18.50 to a families resources (see references ACES reporting website, <http://tinyurl.com/buhv1kp>). This \$\$ increases with garden size and additional crop seasons. Following these recommendations can also reduce unnecessary or wasteful pesticide usage and exposure; using cover crops and/or compost can increase yields by 100% or more; increased soil organic matter can increase soil water-holding capacity and soil structure, enhance fertility management, and enhance irrigation efficiency; cover crops can decrease weed pressure, nutrient leaching, and erosion, and potentially improve overall plant production efficiency.

Add to this a national need to increase consumption of fruits/vegetables, the home garden is a prime opportunity for improving a family's diet. People who grow/tend a garden are more likely to eat greater quantities of fruits/vegetables. Now consider this impact if all Home Grown workshop participants (both surveyed and not) adopted these actions.

The Alabama Food Safety Team of Regional Agents covers issues from food production to food consumption. It is important to see that extension constantly provides the professionals in the state with research based information. Many organizations get grant money and come and do one time programs or even ask extension to carry out the programing when they received the grant money. It seems more efficient that the money come to extension for us to continue to be the source of research based programing.

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Global Food Security and Hunger

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
205	Plant Management Systems	20%	10%		
216	Integrated Pest Management Systems	15%	0%		
301	Reproductive Performance of Animals	10%	15%		
302	Nutrient Utilization in Animals	10%	20%		
303	Genetic Improvement of Animals	5%	10%		
307	Animal Management Systems	20%	20%		
311	Animal Diseases	10%	15%		
315	Animal Welfare/Well-Being and Protection	10%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	23.0	4.5	0.0	0.0
Actual Paid Professional	43.8	3.3	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
1474153	132219	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
984877	132219	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5127113	240525	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Alabama Ethnic Food Security Network

In 2012, the Urban Affairs and New Nontraditional Programs (UANNP) Unit agents and specialists associated with the Alabama Ethnic Food Security Network (AEFSN) conducted and/or participated in nine (9) workshops, six (6) field days, three (3) seminars, one (1) forum and one (1) multistate conference held in Alabama, Florida, Tennessee, Oklahoma, Illinois and the country of Haiti. These outreach activities placed emphasis on sheep and goat production systems and focused on areas such as reproductive and genetic evaluations, nutrition, forage management, use of FAMACHA chart, fecal-egg counts, integrated gastrointestinal parasite management, and biosecurity measures. Other topics of focus included small-scale meat rabbit production, pasture-raised chickens, specialty vegetable production, and food safety procedures. The programs included presentations and demonstrations by in- and out-of-state experts from academia and government while sponsors included the Alabama Cooperative Extension System (ACES); Alabama Farmers Federation (ALFA); Alabama Mountains, Rivers and Valleys RC&D Council; Alabama Agricultural A+ Marketing Association; National Center for Foreign Animal and Zoonotic Disease Defense (FAZD); United States Agency for International Development (USAID) Farmer to Farmer Program; Tennessee State University; and Oklahoma State University.

Forage Focus Program

Animal Science and Forages Regional Agents and County Coordinators developed and conducted a total of 73 forage related programs in 2012. These programs included four (4) grazing management clinics, five (5) grazing field days, three (3) GrassMasters programs with four (4) meetings each, one (1) hay school, one (1) horse grazing field day, one (1) multi-state tour and 52 multi-county meetings addressing soil fertility, weed control, pest control, soil testing, forage varieties and haylage/balage considerations. Additionally, eight (8) on farm demonstrations were conducted examining the efficacy of various herbicides for controlling or eliminating weeds in hay fields and pastures. Another on farm demonstration program allowed producers to monitor for army worm infestation and report incidences of this forage destroying pest.

Beef Cattle Performance and Marketing Programs

In 2012, two (2) state-wide conferences were held for cow-calf producers focusing on tools and information needed to remain viable in the cattle business. Additionally, there were two (2) bull evaluations conducted, and five (5) bull and replacement heifer sales and five (5) feeder calf sales held. Continued emphasis was placed on the need for commercial producers to collect and utilize performance records on calves to ascertain genetic quality of cows and calves.

Partners for the Forage Focus and Beef Cattle programs included ACES, ALFA, Alabama Cattlemens Association, and NRCS

Aquaculture, Fisheries, and Coastal Resources. Our team activities involved support of the aquaculture industry, providing analyses, new techniques, and increased efficiencies in all aspects of catfish production, processing, and marketing. We provided educational efforts which have allowed aquaculture to be integrated into the middle and high school curricula in 40 - 60 schools in Alabama. In fisheries, we have provided workshops, publications, and reactive services in recreational pond management and angler education. Our team is involved in investigating the causes of toxic algal blooms and the spread of invasive aquatic species. Our coastal specialists and agents have worked with the local communities to improve their resiliency to natural and man-made disaster and maintain the economic viability of working waterfronts. Commercial oyster culture and restoration of reef through citizen oyster gardening have been successful programs within our team. We use the full spectrum of delivery approaches from traditional publications and workshops to internet delivery and social media.

2. Brief description of the target audience

Alabama Ethnic Food Security Network

The primary target audience was meat goat and sheep producers developing profitable, sustainable animal production systems. Secondary target audience was small-scale and limited-resource producers of meat rabbits, all natural chickens, and specialty vegetables interested in supplying quality food products. Tertiary target audience was consumers of meat and vegetable products concerned with dietary cholesterol and other health issues.

Forage Focus Program

The primary target audience were cattle, equine and hay producers interested in developing improved production of their forages to decrease dependence on stored feeds

Beef Cattle Performance and Marketing Programs

The primary target audience were beef cattle producers interested in sustainable and profitable operations.

Aquaculture, Fisheries, and Coastal Resources

Audiences include recreational pond owners, anglers, members of the commercial aquaculture industry including producers, processors, and marketers, coastal community leaders, and teachers involved in including aquaculture and aqua-science in secondary and high school curricula. In the general sense our target audience involves the entire public due to our support of maintaining high quality sustainable water resources.

3. How was eXtension used?

eXtension was used as a resource for forage information as well as targeted webinars on relevant topics for beef and forage producers. Our aquaculture and fisheries specialists participated in the freshwater eXtension CoP providing expert answers to submitted question and participating in relevant webinars.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	8114	752355	3031	204611

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	6	1	7

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2012	20

Output #2

Output Measure

- Pond Management workshops

Year	Actual
2012	14

Output #3

Output Measure

- Harmful Algal bloom trainings

Year	Actual
2012	2

Output #4

Output Measure

- Oyster gardening newsletter and videos

Year	Actual
2012	16

Output #5

Output Measure

- Aquaculture Pond-to-plate workshops and LEAN manufacturing exercises

Year	Actual
2012	6

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	<p>Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.</p>
2	<p>Aquaculture Aquascience Education - increased appreciation of both aquaculture and aquatic natural resources by students and teachers</p>

Outcome #1

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1206

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alabama Ethnic Food Security Network:

The dynamic population change that has taken place in Alabama represents new opportunities for food producers and marketers. Because consumer demand for ethnic foods is rising, farmers in Alabama have tremendous opportunities to diversify, expand, and supply the growing demand for a number of multicultural foods. In order to remain competitive in today's market, Alabama farmers and marketers must keep pace with increasingly market segment needs. Meats such as goat and lamb are not only popular among Hispanics, but also among Caribbean Islanders and Middle Easterners. Vegetables such as peppers and eggplants are very popular among Hispanics as well as Asians. Furthermore, research data indicates that more and more Americans are changing their tastes in favor of new multicultural flavors and foods. Despite this increasing interest in multicultural dining, the public is unable to experience more of a variety of ethnic meals at home because of limited availability of high quality, authentic multicultural foods. However, to

ensure that farmers increase availability of a number of safe ethnic food ingredients, educational resources in alternative animal and vegetable production and technological advances were needed.

What has been done

Alabama Ethnic Food Security Network:

In an effort to help Alabama farmers increase the availability of a number of multicultural food ingredients in an efficient and profitable way, ACES provided broadly-based and objective information about sheep and goats and, to some extent, specialty vegetables and their impact on Alabama's economy and natural resources. Besides carrying out an array of outreach activities (See Planned Program Activity), UANNP Unit Animal Science specialists and agents sold over 300 copies of their book titled "Meat Goats: Reproduction, Nutrition, and Health" to help farmers who are raising meat goats to become more knowledgeable and successful in this particular enterprise. During 2012, copies of this book, which is only available in print, were sold to farmers in the North Alabama area and the Black Belt region. Extension Animal Science specialists also distributed many copies of their manual titled "Small-Scale Commercial Rabbit Production", which enjoyed a great popularity among growers in the Southeast and overseas.

Additionally, to help farmers in Alabama and Illinois increase production of safe lamb and goat meat, and help restaurants in Haiti implement food safety practices and procedures that prevent foodborne illnesses, ACES provided broadly-based and objective information about biosecurity measures and food safety schemes. Besides carrying out educational activities, UANNP Unit Animal Science specialists developed and distributed fact sheets to help farmers in Alabama and Illinois and the food service industry in Haiti deliver safe, healthy food products to consumers.

Results

Alabama Ethnic Food Security Network:

Alabama sheep and goat producers have become more knowledgeable and stayed open to new and different management practices that allowed their operations to be more productive and profitable. Sign-in sheets showed that a total of 533 sheep and goat producers attended educational activities carried out and/or sponsored by UANNP Unit agents and specialists associated with the AEFSN. Post surveys indicated that 90% of the participants gained knowledge as a result of the educational activities. Furthermore, 72.5% of the participants reported increases in production efficiency, 63.5% reported improvements in herd health, and 53.5% reported increases in profitability ranging from 1 to 15%.

Additionally, small-scale and limited-resource farmers in Alabama and Florida have become more knowledgeable about meat rabbit production, pasture-raised chickens, and ethnic vegetable production. Sign-in sheets showed that a total of 30 Alabama farmers and 25 Florida farmers attended educational activities carried out and/or sponsored by UANNP Unit specialists and agents associated with the AEFSN. Post surveys indicated that as a result of the educational activities 85% of the participants gained knowledge of fundamental rabbit production, while 95% of the participants gained knowledge of pasture-raised poultry and specialty vegetable production.

Also, small-scale and limited-resource farmers in Alabama and Illinois and restaurant employees in Haiti became more knowledgeable about biosecurity measures for sheep and goats and food safety procedures that prevent foodborne illnesses. Sign-in sheets showed that a total of 600 farmers, mostly from the Southeast, and employees from 18 restaurants in Cap Haitien, Haiti attended outreach activities carried out and/or sponsored by UANNP Unit specialists associated with the AEFSN. Post surveys indicated that as a result of the educational activities 100% of the participants gained knowledge of biosecurity measures to prevent zoonosis and foreign diseases of sheep and goats, while 89% of the restaurants implemented some form of food safety and food

hygiene protocol.

The AEFSN at Alabama A&M University (AAMU) plans to continue to provide leadership in this particular program area and to be the premier lifelong education network that helps Alabama farmers improve the efficiency of sheep, meat goat, rabbit, and ethnic vegetable production.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
301	Reproductive Performance of Animals
302	Nutrient Utilization in Animals
303	Genetic Improvement of Animals
307	Animal Management Systems
311	Animal Diseases
315	Animal Welfare/Well-Being and Protection

Outcome #2

1. Outcome Measures

Aquaculture Aquascience Education - increased appreciation of both aquaculture and aquatic natural resources by students and teachers

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This program contributes to K-12 science education curricula. Educators in and subsequently students in Middle and High schools will benefit from the training and materials produced.

What has been done

Teacher training events, routine support services, literature and digital resources produced.

Results

- ?Knowledge as measured using pre and post testing increased for teachers participating in the 2012 training from 46% pre-training to 70% correct post-training.
- ?Participants of the training workshops rated the usefulness of the topics covered at 4.3 out of 5. For the information gained the participants estimated that on average they would be willing to about \$370 and that the materials provided them was worth \$440.

4. Associated Knowledge Areas

KA Code	Knowledge Area
302	Nutrient Utilization in Animals
307	Animal Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Competing Programmatic Challenges

Brief Explanation

Alabama Ethnic Food Security Network

Similar to other commercial agricultural enterprises, meat goat and sheep producers as well as small-scale and limited-resource producers of meat rabbits, all natural chickens, and specialty vegetables are also locally impacted by Extension through its' Regional Extension Agents, who handle questions, supply information, and conduct training in a wide variety of subject matter areas. To have a statewide comprehensive program, additional training activities focusing on small ruminant, meat rabbit, pasture-raised chickens, and specialty vegetable production must be made available to all interested individuals across Alabama. Therefore, future plans include encouraging participation of other Extension professionals and increasing the number of integrated outreach educational activities.

Forage Focus Programs

There is greater interest in proper management of forages and hay fields due to extended droughts and rising input costs (fuel and fertilizer for land; feed for animals). This has prompted producers to take another look at production methods not extensively used in Alabama previously. Two such practices are the proper production of silage and haylage/balage for beef cattle. These high quality feeds can replace the need for higher priced grains or grain by-products and still meet the nutritional needs of the cow herd. Producers are also more vigilant on controlling weeds, army worms and fireants since they also reduce the amount of forages produced in hay fields and pastures. Attendance at programs and demand for further information has been high.

Beef Cattle Performance and Marketing Programs

Again, because of rising costs and continued drought, beef cattle producers were willing to attend and participate in statewide conferences focusing on management strategies to keep them in business. Also, there was increased participation by purebred producers in bull sale opportunities due to willingness of commercial producers to purchase quality, performance bulls at higher prices.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Alabama Ethnic Food Security Network

- Increased knowledge of key production management practices.
- Improved efficiency of production.
- Improved animal health and well-being.
- Increased marketing and profitability.
- Increased food safety and hygiene.

Forage Focus Programs

- Increased knowledge of forage production and management practices
- Adaptation of techniques on farms to increase forage availability

Beef Cattle Performance and Marketing Programs

- Improved knowledge of production and factors affecting profitability
- Increased marketing knowledge and factors affecting price

Key Items of Evaluation

Alabama Ethnic Food Security Network

As a result of the activities, the following quantitative outcomes were attained:

- 479 sheep and goat producers gained knowledge of key production management practices.
- 386 sheep and goat producers observed improved production efficiency.
- 338 sheep and goat producers observed improved herd health and well-being.
- 285 sheep and goat producers reported increased profitability rates ranging from 1 to 15 percent.
 - 600 small-scale and limited-resource farmers from Alabama and Illinois gained knowledge of biosecurity measures that prevent zoonosis and foreign diseases of sheep and goats.
 - 29 small-scale and limited-resource farmers from Alabama gained knowledge of pasture-raised chickens and ethnic vegetable production.
 - 21 small-scale and limited-resource farmers from Florida gained knowledge of basic rabbit production.
 - 16 restaurants in Haiti implemented some form of food safety and food hygiene protocol.

Forage Focus Programs

There were 133 producers who attended one of four Alabama Grazing Management Clinics sponsored by ACES, NRCS and local Soil and Water Conservation Districts. Producers reported they were very likely to adopt information gained from attending the grazing clinics especially in fencing and rotational grazing areas. An average of 95 acres are expected to be impacted by these changes in management per participant for an impact total of 12,635 acres. Participants projected an economic value of the information received and knowledge gained by attending the clinic as \$3799 per participant with a \$75 registration fee.

Through pesticide training meetings, 88.4% stated that they increased their knowledge on restricted-use pesticide requirements, recognizing pests, pesticide labels,

pesticide formulations, pesticide safety, pesticide handling, calibrations and Federal and State laws for pesticides. All participants said they would share the information with family, other producers, landowners or employees and 97.4% said they would make changes in production practices due to the program.

The sweep net army worm surveillance program saved \$3.3 million worth of forage grass in 2012. Each cattleman using a sweep net saved an average 64 A of forage on his farm by finding fall armyworms early, and helped an average 4.6 other cattlemen find fall armyworms, resulting in 358 A saved per sweep net. It is estimated that the 100 sweep nets given to cattlemen saved 35,800 A of forage grass in 2012. Additionally, Extension personnel assisted producers in saving 10,752 A of forage grass giving a total impact of 46,552 A of forage grass protected from fall armyworms.

Beef Cattle Performance and Marketing Programs

Through continued support of recording and utilizing performance records on commercial cattle, Alabama can characterize feeder calves to potential buyers. This has allowed producers marketing feeder calves in organized Alabama feeder calf sales to realize an average of \$72.16 more per head over other calves sold at weekly auction. This is above the calculated economic impact for buyers of purebred bulls (n=203 bulls sold in 2012) that produce feeder calves (\$20/calf).

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Sustainable Energy

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	25%	0%		
216	Integrated Pest Management Systems	20%	0%		
402	Engineering Systems and Equipment	15%	0%		
403	Waste Disposal, Recycling, and Reuse	10%	0%		
603	Market Economics	30%	0%		
	Total	100%	0%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	2.0	0.0	0.0	0.0
Actual Paid Professional	1.0	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
7451	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
22464	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
103125	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The project consisted of programs and demonstrations that 1) increased production of energy feedstocks (corn, soybeans, rapeseed, cottonseed, peanuts, wheat and biomass); 2) worked with municipalities to produce biodiesel from used cooking oil; 3) worked with entrepreneurs to develop renewable energy manufacturing plants; 4) worked with petroleum distributors, farmers and the general public to increase usage of renewable fuels; 5) worked on renewable energy opportunities including chicken litter to electricity; and 6) increased crop production fuel efficiency. A renewable program was conducted at National Association of County Agriculture Agents AM/PIC and Alabama Association of County Agriculture Agents and Specialists AM/PIC.

2. Brief description of the target audience

The activities of the sustainable Energy Program target the following groups of stakeholders 1) feedstock producers and their representative groups that include, but are not limited to, the Alabama Soybean Producers, the Alabama Wheat and Feed Grains Producers, the Alabama Soybean and Corn Association and the Alabama Forestry Association; 2) fleet managers; 3) energy entrepreneurs; 4) municipalities, county governments and other public organizations; 5) feedstock production advisors including ACES agents and specialist, public and private agronomy advisors; 6) public policy makers requesting energy information; 7) governmental agency personnel including ADECA, DOE, USDA and NRCS; and 8) homeowners and others interested in energy conservation.

All educational programming efforts target audiences without exclusion or discrimination, as specifically defined by ACES policy guidelines.

3. How was eXtension used?

eXtension used to set up course shell for the certified biomass procurement specialist program.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	150	24600	0	0

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	6	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Participants reached

Year	Actual
2012	150

Output #2

Output Measure

- video produced

Year	Actual
2012	6

Output #3

Output Measure

- web pages developed

Year	Actual
2012	1

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Knowledge gained
2	recomendations addopted
3	Energy saved and produced

Outcome #1

1. Outcome Measures

Knowledge gained

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

2012 double crop soybeans had a hard, hot, dry start that changed to a great growing season that had good yields showing significant differences between fertilizer and commercial fertilizer treatments. Soybean feedstock producers care because it affects their yield and profitability.

What has been done

Lodging and Yield Response of Soybeans Following Wheat When Wheat Is Fertilized With Poultry Litter. Five different treatments were tested.

Results

Fertility Treatment	Fertility Cost	Soybean Yield/Acre	Lodging	None-Laydown
1-5 Soybean Value/Acre	Wheat/Soybean Fertility Treatment			
Value - Cost				
2 tons litter Pre-plant	\$9050.57	2.62	\$783.84	\$693.84
2 tons litter Pre-plant /				
1 ½ ton litter Top Dress	\$157.50	4.78	2.13	\$725.09
20 units Commercial N Pre-Plant / 80 units Commercial N Top Dress	\$8045.92	1.33	\$711.76	\$631.76
2 tons litter Pre-plant / 40 units Commercial N Top Dress	\$12243.67	2.50	\$676.89	\$554.89
NRS-Nitrogen Rich Strip ? 100 units Commercial N Pre-plant	\$8048.83	1.50	\$756.86	\$676.86

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
403	Waste Disposal, Recycling, and Reuse
603	Market Economics

Outcome #2

1. Outcome Measures

recomendations addopted

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Soybean seeding rates. Producers want to cut production cost and maximise yield by adopting correct seeding rate.

What has been done

Conducted test in three different locations with eight different seeding rates.

Results

Seeds/acre	Yield/acre	Price received/acre	Seed cost/acre	Price minus seed cost
30,000	66.11	24.55	11.79	12.76
60,000	72.51	23.75	23.57	100.00
90,000	73.51	39.25	35.36	103.89
120,000	70.21	88.10	47.14	1040.96
150,000	70.01	85.00	58.93	1026.07
180,000	69.71	80.35	70.71	1009.64
210,000	66.31	27.65	82.50	945.15

4. Associated Knowledge Areas

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

102	Soil, Plant, Water, Nutrient Relationships
402	Engineering Systems and Equipment
603	Market Economics

Outcome #3

1. Outcome Measures

Energy saved and produced

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Increased soybean yield could result in increased biodiesel production.

What has been done

2012 soybean demonstrations showed how to increase yield 14.3 bushels per acre.

Results

20 gallons of biodiesel per acre increase. (14.3 bushels per acre X 1.4 gallons of biodiesel per bushel.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems
402	Engineering Systems and Equipment
403	Waste Disposal, Recycling, and Reuse
603	Market Economics

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Fleet managers better understand benefits of using biodiesel because of training received.

Feedstock demonstrations increase renewable energy feedstock production.

Key Items of Evaluation

Fleet managers increase biodiesel usage as circumstances permit.

Increased feedstock production.

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Agriculture, Forestry, and Related Industries

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
124	Urban Forestry	5%	5%		
125	Agroforestry	5%	5%		
134	Outdoor Recreation	10%	10%		
135	Aquatic and Terrestrial Wildlife	10%	10%		
205	Plant Management Systems	35%	35%		
307	Animal Management Systems	25%	25%		
601	Economics of Agricultural Production and Farm Management	10%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	35.2	0.3	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
444155	13328	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
789648	13328	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3664553	32784	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Worked with poultry growers testing and discussing the use of biological and chemical litter amendments to control ammonia.

Provided ongoing training to poultry industry personnel and poultry growers through stand-alone training meetings and those organized through the Alabama Poultry and Egg Association and the Alabama Feed and Grain Association.

The Auburn Plant Diagnostic Lab received 4,706 samples including 2,117 plant samples, 2,330 nematode analysis soil samples, and 259 insect identification samples. Of the plant samples 403 were regulatory survey samples and 522 were research survey samples. Of the remaining plant samples, diagnostic submissions, 104 were agronomic crop samples (9.2%).

Five workshops titled, "GPS 101: Technology for Better Land Management", were held in the counties of Cullman, Chilton, Bullock, Escambia and Clarke. Total attendance for the five workshops was ninety-two.

We continue to assist the Alabama Natural Resource Conservation Service (NRCS) in the implementation of a Precision Agriculture Incentive through the Environmental Quality Incentives Program (EQIP). The PA EQIP encourages adoption of precision ag technologies for nutrient and pest management practices to promote environmental stewardship on Alabama farms.

Forestry, Wildlife, and Natural Resources team (FWNR) provided educational programs and materials related to forest management (timber, recreation, urban), wildlife management (enhancement and damage), water resources, and environmental education. A video illustrating the value of trees to our society was developed. The video, "Why Trees?" (<http://www.youtube.com/watch?v=74063UKSmXw>) received over 11,500 hits.

Commercial Horticulture: Commercial Horticulture has 9 projects with Regional Extension Agents (7) and County Extension Coordinators (3) cooperating. Multiple external grants from various sources provided program support funds. External partnerships made outreach possible to large audience and new farmers statewide, partnerships included the Alabama Fruit and Vegetable Growers Association, Alabama Sustainable Agriculture Network (ASAN), Alabama Department of Agriculture and Industries (ADAI), Federation of Southern Cooperatives, Tuskegee University, Food Banks of North Alabama, Urban and Community Gardens, Natural Resources Conservation Service (NRCS-USDA), Alabama Nursery and Landscape Association, Alabama Crop Advisors Association, Wiregrass Blueberry Association, and the Dothan Landmark Park

Farm Management and Agricultural Enterprise Analysis: This team conducted activities in 4 primary areas. 1) Budgeting, planning, and evaluating costs of production; 2) The Alabama Farm Analysis Program; 3) Retirement, succession, and estate planning; and evaluating farming as a hobby versus a

business. Extension publications were developed and disseminated, meetings were conducted that focused on each of these topics, and grant funds were obtained to support these activities. The team conducted stand alone programs, but we also integrated these program activities into meetings sponsored by state and federal agencies most other extension teams. We served as a resource for providing economic evaluations and practical explanations for changes in tax laws and proposed Farm Bill changes. The broad based programs offered by this team served as a complement to the activities of all teams in the Agriculture, Forestry and Related Industries program area.

2. Brief description of the target audience

Poultry industry personnel and growers, forestry and wildlife professionals, landowners, homeowners

Commercial horticulture program: Large fruit and vegetable producers, small and low resource farmers (underserved communities), beginning farmers, gardeners, industry personnel, crop advisors, state and federal agency personnel, community leaders, nonprofit agencies and related personnel, landscape and nursery professionals.

Farm Management and Agricultural Enterprise Analysis: All commercial producers of crops and livestock, landowners, agribusinesses, as well as small and hobby producers.

3. How was eXtension used?

eXtension materials were utilized for programming

Commercial horticulture program used eXtension for the fire ant and organic vegetable production initiatives.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	26324	159726	5866	600

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	184	20	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Vegetable IPM training for producers

Year	Actual
2012	41

Output #2

Output Measure

- In-state fruit, vegetable, greenhouse, and nursery educational meetings

Year	Actual
2012	141

Output #3

Output Measure

- On-farm demonstrations in fruit and vegetable pest management, new cultivar evaluations, and cultural practices

Year	Actual
2012	55

Output #4

Output Measure

- Backyard vegetable production for Master Gardeners and Extension educators

Year	Actual
2012	31

Output #5

Output Measure

- Large conference for fruit and vegetable producers, large and small (organic) producers

Year	Actual
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2012 3

Output #6

Output Measure

- On-farm consulting to commercial fruit and vegetable producers by Extension Agents and Specialists

Year	Actual
2012	400

Output #7

Output Measure

- Total number of participants reached by the Commercial Horticulture Extension programs

Year	Actual
2012	9720

Output #8

Output Measure

- Hours of commercial horticulture training provided to participants by Regional Extension Agents (243 events total)

Year	Actual
2012	972

Output #9

Output Measure

- Number of commercial horticulture reactive programs (need based, short-term impacts)

Year	Actual
2012	70

Output #10

Output Measure

- Number of phone calls taken by the Regional Extension Agents that required action

Year	Actual
2012	19805

Output #11

Output Measure

- Number of client emails answered by Regional Extension Agents in Commercial Horticulture

Year	Actual
2012	20970

Output #12

Output Measure

- Total number of farmers and gardeners on Commercial Horticulture REA list

Year	Actual
2012	1015

Output #13

Output Measure

- Number of subscribers to the Alabama IPM Communicator Newsletter (farmers, gardeners, industry and extension personnel, teachers, and community leaders)

Year	Actual
2012	1323

Output #14

Output Measure

- Total number of Extension publication for fruit and vegetable producers(public service announcements, newspaper and magazine articles, Extension bulletins, newsletters, Timely Information factsheets, websites)

Year	Actual
2012	122

Output #15

Output Measure

- In-state wild pig workshops

Year	Actual
2012	13

Output #16

Output Measure

- Attendees at wild pig workshops

Year	Actual
2012	610

Output #17

Output Measure

- Phone calls related to wild pig issues

Year	Actual
2012	75

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Increase in active, viable county forestry and wildlife committees.
2	Outcomes and Impacts of Commercial Horticulture Programs

Outcome #1

1. Outcome Measures

Increase in active, viable county forestry and wildlife committees.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Forestry, Wildlife, Natural Resources Planning committees in each county are the "life-blood" of natural resource management in Alabama. These committees are composed of appropriate agency personnel and private landowners. Extension agents, both REAs and CECs, typically assume a leadership role in keeping these committees active and current.

What has been done

Meetings with the AFC County Foresters, Master Gardeners Associations, CECs, active Natural Resources Councils, government agency personnel, Farm Services, Natural Resources Conservation Service, and the Alabama Forestry Commission to revitalize inactive County Planning Committees. In counties where active committees already existed, worked with these groups to help provide leadership and experience in program implementation.

Results

Met with active Natural Resources Councils to develop youth education, cogongrass awareness, and hazard tree assessment programs. In some instances a simple post-event survey was used to evaluate programs. The survey items were designed to determine if respondents gained knowledge and if they would recommend the program to colleagues or others needing information on the subject matter. All respondents for each program answered yes to both questions. The results were used in success stories for each of these programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
124	Urban Forestry

125	Agroforestry
134	Outdoor Recreation
135	Aquatic and Terrestrial Wildlife
205	Plant Management Systems
307	Animal Management Systems

Outcome #2

1. Outcome Measures

Outcomes and Impacts of Commercial Horticulture Programs

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Commercial Horticulture program encompassing fruit and vegetable production, nursery and landscape industry is the fastest growing agriculture sector with total economic value of \$611 million approximately. Constant improvement and training in crop production practices is necessary to maintain the industry.

What has been done

Extension training events: 63 fruit meetings, 71 vegetable production meetings, 7 events for large nursery/landscape professionals, pesticide safety, and gardeners. 55 demonstration plots. 70 reactive programs. Over 400 on site visits by REAs to farms. 19800 phone calls and over 20,000 emails were answered. Extension news releases exceeded 122 statewide.

Results

Specific impact examples: 65% peach producers that participated in the 2011 regional peach meeting in Clanton used new cultivars in 2012 and followed production recommendations resulting in an economic impact estimated to be about \$3.9 million. The vegetable IPM program, with its large outreach campaign via regional meetings, field days, and numerous publications, has an economic impact estimated to be about \$1.9 million statewide. The long-term effect of the pecan program has also led to near doubling of production and exports of Alabama pecans generating over \$31 million in revenue.. Overall, it is estimated that the overall impact of the ACES Commercial Horticulture Team exceeds \$12 million.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy

Brief Explanation

By their very nature, Agriculture, Forestry, and Related Industries are subject to natural disasters; these programs are often held out-of-doors. Natural disasters may impact the FWNR programs (e.g., The Forestry Field Day) or the actual topic being addressed (e.g., timber harvest). The economy has affected programming for several years and continues to do so, people simply don't have the financial resources to invest in these activities.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The concerted effort by Extension workers to monitor the spread of Asian Soybean Rust also had a significant economic benefit. Early warnings of the presence of this disease along the Gulf Coast where the disease first appeared resulted in farmers using Extension-recommended fungicides to protect almost all of the 12,000 soybean acres in Baldwin county. Comparison of yields in fungicide-treated plots with untreated plots at the Fairhope research station showed that ASR reduced yields by 40%. Comparison of yields on two farms where ASR fungicides were not applied with neighbor's yields that used ASR fungicides showed ASR reduced yields from 70 to 40 bushels per acre. If an average ASR yield reduction of 25 bushels per acre in Baldwin county is used and 11,000 acres avoided this yield loss by applying fungicides, the total value of the saved soybeans at \$15 per bushel equals \$4,125,000. This is only a small component of the total savings since the disease reduced yields by 25% in double-cropped soybeans as far north as the EV Smith research Station at Tallassee. Cotton farmers learned that some cotton varieties were more susceptible to yield losses to Target spot disease than others.

Evaluation of services provided to clients of the Auburn Plant Diagnostic Lab includes a 1% clientele survey of business, commodity, planting size, cost benefits, satisfaction with service, and impacts on pest management program. The average cost benefit of service from the lab to agronomic crop growers in 2012 was \$24,125 and 100% indicated they did change their pest management program based on the identification and control recommendations provided by the lab.

- A corn disease control test demonstrated an increased yield of 17.6 bushels that increased profit per acre by \$105.82.
- A chicken litter / soybean trial increased profit per acre by \$138.95.
- Increase in the use of variable-rate technology in Alabama has reduced over-application of nutrients on average by 7% thereby enhancing environmental stewardship.

- The use of guidance systems and automatic section control during nutrient application has been able increase this estimate to over 10%.
- Overall, the adoption of PA technologies by 2012 Alabama growers continues to provide savings of over \$25,000,000 on inputs reducing their economic risks.
- Based on recent Alabama survey data from farmers, the use of precision ag technologies has improved farm workers quality of life allowing them to work over longer periods with less fatigue.
- In 2010 and 2011 Cotoran herbicide could not be used in five northern Alabama counties because of ground water concerns. After two years of communications and meetings with EPA and the US Geological Survey, EPA approved a label for these five counties to again use Cotoran herbicide on cotton. This allowed these Alabama farmers to have a much needed herbicide to fight pigweed resistance in approximately 40,000 acres of cotton fields in 2012. This herbicide's activity on pigweed could delay resistance by several years. Since resistance control often increases herbicide costs by \$50 per acre, this action could save these farmers \$2,000,000 each year resistance is delayed.
- A survey of 27 northern Alabama chemical distributor, chemical sale representatives and crop consultants was conducted in 2012. This survey was meant to gauge how farmers were changing herbicide practices in response to Extension programs concerning glyphosate weed resistance. It will also be used plan future Extension programs. Overall, Auburn Extension efforts on weed resistance received a rating of 3.9(out of 5.0) for our programs. Increased use of herbicides with soil residual control is one method used to reduce the occurrence of resistant weeds. According to the survey farmers in northern Alabama have increased use of residual herbicides in corn by 14%, in cotton 46% and in soybeans by 31% in the last year. One consultant commented "Weed resistance is spreading much slower in Alabama than it had in other states". He thought this was due in part due to the pro-active efforts of Extension in informing farmers about glyphosate resistant weeds.
- During the soybean looper outbreak in soybeans Extension educational efforts allowed growers to save an average of \$4 per acre by using the most cost-effective, Extension-recommended chemical and the savings total by the farmers who used this product was \$528,000. Yield losses in the absence of timely insecticide treatments for loopers could have easily averaged 4 bushels per acre on 165,000 treated acres which valued at \$15 per bushel equals a prevented loss of \$9,900,000.

COMMERCIAL HORTICULTURE OUTCOMES/IMPACTS

- Commercial horticulture training programs reached over 9,720 participants through special events, publications, and field training. Commercial Horticulture REAs and Extension Specialists are highly trained in program evaluation and collected feedback for monitoring impacts of various projects. Based on multiple surveys conducted in 2012, training audience included 4% new or beginning farmers, 34% conventional producers, 34% naturally grown producers, 10% crop consultants, 3% industry partners, 4% urban farms, 7% gardeners, and 4% USDA-NRCS field officials.
- The Southeastern U.S. Vegetable Production Handbook, which is provided free of cost to all producers, is used by over 80% of recipients along with the timely information posted on county Extension websites, magazines, newspapers, and newsletters. The direct impact of Alabama IPM newsletter was \$6,175 from 18 cases (\$343 per respondent).
- Short-term IPM adoption rate after reading the newsletter is about 52%. Nearly 45% subscribers to the IPM newsletter attended at least one educational event after reading about it. Change in knowledge after training or consultation ranges from 25% to 50% overall. Producers surveyed indicated potential yield loss of 50% or more in the absence of an integrated pest management plan (certain crops can be affected 100% without timely pest control). The vegetable IPM project has resulted in increased adoption of certain

environment-friendly insect control tactics on large acres across Alabama, e.g., use of selective insecticides, correct application of biopesticides, and trap crops that can provide over 70% insect control with 80% reduction in synthetic insecticide usage for medium-scale farms. The vegetable IPM program, with its large outreach campaign via regional meetings, field days, and numerous publications, has an economic impact estimated to be about \$1.9 million statewide.

- Adoption rate for systems-based cultural practices varies between crops, for example, 65% peach producers that participated in the 2011 regional peach meeting in Clanton used new cultivars in 2012 and followed production recommendations resulting in an economic impact estimated to be about \$3.9 million.
- The pecan cultivar improvement project has led to 100% Alabama nurserymen to grow scab resistant varieties. The long-term effect of the pecan program has also led to near doubling of production and exports of Alabama pecans generating over \$31 million in revenue.
- Special reactive program impacts: Apple producers in north Alabama saved about \$30,000 by working closely with REA for disease management issues. Use of the recommendations published in bulletins saved about \$30,000 for many small producers in the Tennessee Valley region of north Alabama. Another REA in southeast AL helped a 30-acre watermelon producer save a \$30,000 crop by developing a disease management plan for the producer. One tomato producer saved over \$12,000 by controlling spider mites according Extension recommendations. In another instance, a peach producer in Jackson County stopped his expansion for his orchard after consulting an REA since the nursery plants had nematodes that would have ruined the producer in a few years; this would have resulted in over \$50,000 loss for the farmer. Several REAs also assist producers with marketing of produce via the MarketMaker project and offer food safety training that have benefited at least 5 to 6 markets - some located in underserved communities in north western and central Alabama. There are numerous other instances where ACES provided valuable service to commercial producers and we continue to evaluate their direct impacts. More impact stories are available at https://ssl.acesag.auburn.edu/etp/eval_public_view.php?id=512eb2ce8a016
- Impacts of the organic vegetable production initiative will be assessed more clearly in 2013 and reported in future. Overall, it is estimated that the overall impact of the ACES Commercial Horticulture Team exceeds \$12 million (entire fruit and vegetable industry is valued over \$50 million; greenhouse, nursery, and floriculture industry is valued at over \$561 million). This is a strong indicator of growing importance of this Extension Team in Alabama's future.
- The FWNR program will be implementing a standard evaluation model for 2013; thereby, allowing the comparison of different programs on such variables as workshop quality, knowledge gained, acreage impacted, and economic impact.

Key Items of Evaluation

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Community, Family, Home and Youth Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%	10%		
607	Consumer Economics	10%	10%		
801	Individual and Family Resource Management	20%	20%		
802	Human Development and Family Well-Being	20%	20%		
806	Youth Development	40%	40%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	81.0	12.8	0.0	0.0
Actual Volunteer	0.0	15.0	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
601815	515339	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1818563	515339	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
10482167	889414	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Consumers Score with Credit in Check targeted urban participants engaging them in budgeting, saving, and investing activities. 784 participants benefited from 145 sessions from a six lesson series. Radio, tv and print media reached over 8,000,000. The Grand RAPP program conducted 18 workshops, celebrated grandparents day, provided support groups, radio broadcasts and senior health fairs.
- 5,500 youth completed Urban Health Rocks! basic life skills and drug prevention training. Participants, ages 10-15, received a minimum of 10 hours of training on the National 4-H Council curricula.
- CYFAR-Teens Making Impact (TMI) provided youth with skills to make decisions relative to career, healthy lifestyles, civic engagement, and community service. Reasoning and decision making activities demonstrated consequences of actions to their future. 260 participants completed the 12-week grant-funded portion and 1,100 completed a 5 lesson series. Over 56,404 direct and indirect contacts were made statewide.
- Volunteer In Urban Programs (VIP) recruited, enrolled, and trained volunteers capturing the value of services to the Urban Unit of ACES. 3,091 students and 560 VIPs were enrolled during 2012.
- Approximately 1,926 Alabamians participated in Successful Aging Initiative statewide conferences and programs/activities. Senior participants obtained knowledge and resources through various activities. 48 attendees contacted their local Area Agency on Aging to draw Wills and/ or Power of Attorneys, and 475 attendees participated in free health screenings.
- TGIF:6th,7th & 8th graders in 14 counties received 5 sessions of Managing Pressures Before Marriage team taught by teen leaders (11th/12th graders from 57 high schools). Over 500 teen leaders were recruited and receive 30 hours training and practice.
- 65 4-H volunteer leaders were trained at Spring Training, volunteer leader screening, training and certification conducted in all regions, 1056 background investigations conducted, 28 4-H REAs supported 2627 volunteers, and 28 4-H REAs participated in Everyone Ready training.
- Year-round 4-H & Youth Development project work, activities and events in base-programming at local, county, regional, state, and national events/activities.
- Military and OMK; April Month of the Military Child, Purple-Up Day, Camp ASCCA weekend for military youth with special needs, Military Appreciation Day, Speak Out for Military Kids, Hero Packs, OMK Ball, Mobile Tech Lab, and Camp Clover.
- CYFAR-Sustainable Community Project/PROSPER programs conducted a 7-week Strengthening Families Programs in 7 communities and 13 in-school programs with evidence-based curriculum
- Prostate program: 25 educational sessions held impacting 28 counties statewide. Attendance: 522, with pre/post test and demographic sheets completed by 277(53% completion).
- Healthy Relationship program conducted programs to raise awareness of healthy, stable relationships and marriages for children & family well-being. Multiple programs were offered by Regional Extension Agents and community partners. 2342 adults enrolled, 2030 completed; 2332 youth enrolled and 2245 completed.

2. Brief description of the target audience

Youth and adult citizens of Alabama were the target audiences. Urban programs targeted citizens in metro regions and relatives as parents outreach focused on grandparents and relatives as caregivers. The Successful Aging Initiative targeted the state's growing aging population. The Rural and traditional programs target youth, teens, and adults in all regions of the state.

3. How was eXtension used?

eXtension was not used in this program

- CYFAR - Sustainable Community Project, Healthy Relationship, and Prostate programs referenced eXtension as an addition resource for fact sheets and hand-outs

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	156572	8339575	29561	3238554

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of partnerships, publications, newsletters, articles, business plans, volunteers, success stories, testimonies, grants and contracts submitted and/or awarded, support groups, technology-based resources, research-based professional expertise, and curriculum.

Year	Actual
2012	0

Output #2

Output Measure

- TGIF; 14 Agent Assistants employed by grant to implement the program serving 6,441 youth. OMK and Military Clubs; Educational programming and deployment support to build resilient youth and families by providing opportunities to connect and learn to cope with other military

youth. 4-H & YD Base Programming; 121 staff reported 5,845 days worked on base programs. Volunteers; 2627 Alabama 4-H Volunteers provided \$2.1M value for Alabama youth in 2012.

Year	Actual
2012	0

Output #3

Output Measure

- Six Urban Regional Extension Agents, the Family Life Center Director for Madison county along with teen and adult partnerships provided drug prevention education through the Health Rocks! program; community service activities were expanded;and, stakeholder bases were expanded in each county that was served. The CYFAR-TMI program was implemented by three agent assistants in Colbert/Lauderdale, Morgan and Mobile counties. The TMI program was conducted in community centers, after school care programs, county extension offices, group homes, churches,and youth serving agencies. The VIP's service learning at Alabama A&M University continues to integrate academic study with service to communities in an effort to better understand course content through applied experiences that engage students in active learning.

Year	Actual
2012	0

Output #4

Output Measure

- Prostate Program was conducted in partnership with the Alabama Department of Public Health. A web link was dedicated on the department's page to disseminate information related to prostate health. A partnership was also formed with a regional radio station to advertise for the statewide program. Newspaper articles were submitted by each of the regions to promote programming in their individual regions. 18 REAs covering the 9 regions used various venues to promote their programs. Success stories and testimonies have been shared as a result of the program. When conducting follow-up calls, 18% of the male attendees had spoken with their physician and questioned their prostate health. This program was funded through federal funds from ADPH/CDC. The programs were taught by licensed, medical professionals throughout the state, mostly medical physicians, nurse practitioners, university researchers, and nurse specialist. Approximately 10,000 promotional items were shared with over 5300 people who attended a health fair and/or educational seminar to.

Year	Actual
2012	0

Output #5

Output Measure

- The Healthy Relationship educational programs used many methods to share knowledge of this program and formed many partnerships throughout the state. The program has funding for the next three years and is constantly seeking extramural funds. Many state agencies with emphasis on serving families and youth have submitted subcontracts to work and partner with the Alabama Community Healthy Marriage Initiative. The ACHMI currently partners with 12+ agencies throughout the state and has assistance from the Regional Agents to conduct

programs. The Alabama Marriage Handbook: Key to a Healthy Marriage (also available in Spanish) is a widely distributed book through orders multiple agencies and community organizations. In 2012 was 13,978 Alabama Marriage Handbooks were distributed through the state's county probate offices. In addition approximately 20,000 flyers, brochures and other materials to promote participation programs were distributed. Two reports were submitted to the funder and thirteen research papers were presented at national and regional conferences including the National Conference on Family Relations and the South Eastern Conference on Family Relations. Seven academic publications related to the project were published or accepted for publication. Healthy Relationships also has an interactive website, relationship modules online, newsletters, digital billboards, and promotes the program on the game jumbotrons.

Year	Actual
2012	0

Output #6

Output Measure

- CYFAR-Auburn University Sustainable Community Project and PROSPER programs partner with many of the local organizations with an interest in the schools, youth, and families of their communities. Many of the volunteers are from local business, parents, teachers, and youths. The program is greatly promoted by word-of-mouth in the communities. The Regional Agents from 4-H and Family and Child Development partner as a team to implement the program and have developed many advertising tools. Facebook, flyers, informational letters to parents, attending the PTO/PTA meetings, and forming lasting relationships with the principals and superintendents of the schools has proven to be the great success of the program. The program is funded by a continuation grant from federal funds. The local leaders have also submitted grants and been awarded funds from the children's policy council, local business, local judges, and community organizations. The greatest testimony of all comes from the parents who return after completing the program to provide assistance to the next group and have their children serve as volunteers. This is leading to one of the over aching goals of the project, community sustainability. This is an evidence-based program with a 3-tier model of implementation.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	TGIF; youth will commit to abstinence. OMK/Military Clubs; Alabama youth will increase knowledge concerning military culture.
2	This program is designed to: 1) facilitate responsible management of financial resources and 2) build credit ratings and improve financial standings of targeted underserved audiences. Resources were also adapted from the FDIC Money Smarts Program. Pre-assessments, post-assessments, and delayed-post assessments were used to measure participants' knowledge and behavioral change. Pre-assessments were used to obtain a pre-training profile of the audience's knowledge prior to training. Post-assessments were conducted to assess knowledge gained and anticipated changes in behavior. A delayed-post assessment conducted 3 to 5 months subsequent to training was used with an estimated 20% of the total project participants to assess adoption of behavior over time. The outcome measures reflect the total number of participants adopting one or more of the recommended practices.
3	Health Rocks is a healthy living program for 10-15-year-olds (elementary and middle school youth) sponsored by the National 4-H Council. The program has the goal of bringing youth, families and communities together to reduce tobacco, alcohol and drug use by youth. Increased awareness of illicit drugs and the negative impact of drug usage; increased capacity of human resources to address local community needs; and expanded community partnerships between students and service providing agencies.
4	The goals of the Teens Making Impact Program are to: improve life coping skills for personal growth and development to meet daily challenges; develop decision-making skills; increase interpersonal skills; and , to improve academically. As a result of participating in TMI activities, youth gain knowledge and skills that will positively impact their lives and prepare them for the future in any walk of life.
5	A service learning network continues to be implemented through the VIP program at Alabama A&M University. The integrated network encompasses all university units and/or schools and is designed to meet the changing needs (educational, emotional, social, and intellectual) of the community with a commitment of serving underserved and hard to reach populations. The goals of the VIP program are to: increase the awareness of Extension and the Urban Affairs and New Nontraditional Programs unit; improve organizational involvement and interpersonal and social skills among volunteers; increase serviceability to targeted clientele resulting from volunteer service.
6	CYFAR-Auburn University Sustainable Community Project ongoing collection of data for the students will reveal the expected change in the knowledge and behavior of the students who have either participated in the Strengthening Families Program: Parents and Youth 10-14 and/or the in-school program. The expected outcome is improved youth life skills, enhanced parenting skills, increased family cohesion, reduced exposure to substance use (40% reduced likelihood of having been drunk by 10th grade), reduced gateway and illicit substance initiation, long-term reductions in substance use and reduced youth behavior problems. Student survey results from 6th graders of the three communities: Students attitudes toward school: I like school a lot: Never: School 1 -15%, School 2-14%, School 3- 16%; Sometimes True: School 1 ? 22%, School 2 ? 35%, School 3- 29%; Always True: School 1 ? 15%; School 2 ? 17%, School 3- 23%. I try hard at school: Never true: School 1 - 4%, School 2- 4%, School 3 ? 4%, Sometimes True :School 1 ? 14%, School 2 ? 7%, School 3 ? 4%; Always true: School 1 ? 61%, School 2- 64%, School 3 ? 71%; I get along well with my teachers: Never true: School 1 ? 7%, School 2 ? 6%, School 3 ? 13%; Sometimes true: School 1 ? 11%; School 2- 19%, School 3 ? 13%; Always true: School 1-

	<p>59%, School 2 ? 32%, School 3 ? 41%. Substance use and related attitudes: Ever Used (Yes): Drinking Alcohol (26%): School 1 ? 18%, School 2 ? 19%, School 3 ? 32%; Smoking Cigarettes (9%): School 1 ? 9%, School 2 ? 7%, School 3 ? 5%; Using marijuana (3%): School 1 ? 3%, School 2- 1%, School 3 ? 4%; Sniffing glue, paints, or sprays to get high (10%): School 1 ? 8%, School 2 ? 11%, School 3 ? 14%; Using prescriptions or medication for fun or to get high(4%): School 1 ? 5%, School 2 ? 4%, School 3 ? 10%. (Note: Percentages in parentheses are for project schools in Alabama) .Delinquent and Problem Behaviors: Shoplifted (10%): School 1 ? 13%, School 2 ? 7%, School 3 ? 10%; Picked up by the police (3%): School 1 ? 3%, School 2 ? (1%), School 3 ? 6%; Run away from home (6%): School 1 ? 4%, School 2 ? 5%, School 3 ? 7%; Skipped school/class (7%): School 1 ? 4%, School 2- 3%, School 3 ? 7%. (Note: Percentages in parentheses are for project schools in Alabama)</p>
<p>7</p>	<p>Prostate: The male attendance was significant with 421 (72%) men attending the educational sessions to outnumber the 162 women. The significance is noted as the challenge to encourage men to take charge of their health and raise the male awareness of prostate cancer. The male attendees varied by age: 31% ages 18-40, 40% ages 41-60, and 27% ages 61 and above. With the majority of the men attending between the ages of 41-60, we reached the targeted population age group recommended to begin a baseline screening for prostate cancer at age of 40. The pre/post- test completed revealed specifics to materials taught during the sessions to increase knowledge and ultimately change behavior: Do you know where your prostate is and its function: Pre: 120-Yes, 93-No; Post: 164-Yes, 49-No; How comfortable do you feel talking with your doctor about prostate cancer: Not Comfortable- Pre: 22, Post: 11; Somewhat comfortable- Pre: 61, Post: 56; Very Comfortable- Pre: 122, Post: 139; For a man without symptoms, how often should he be tested or screened for prostate cancer: Every 6 months ? Pre: 26, Post: 30; Once a year- Pre: 120, Post: 159; Every 5 years ? Pre: 22, Post 9; Don?t know ? Pre: 42, Post: 9; Who is a higher risk for prostate cancer: Men with a family history of prostate cancer ? Pre: 153, Post: 173; African American men ? Pre: 143, Post: 194; Men with a mother or sister who had breast cancer ? Pre: 22, Post: 45; Homosexual men ? Pre: 34, Post 25; Men age 70 and above ? Pre: 65, Post ? 124. When conducting follow-up calls to men who had previously attended ACES sponsored Prostate programs, 18% of the 128 male attendees had spoken with their physician and questioned their prostate health. 56 men decided to seek medical care concerning their prostate health.</p>
<p>8</p>	<p>Healthy Relationship: Among youth participants, analyses for the targeted areas of individual, dating relationship, parent-child relationship, and peer relationship functioning revealed statistically significant change over a time in a desirable direction. Using a paired sample t-test to examine change over time a statistically significant (p .05) increases were documented for the following performance measurers for YOUTH: 1. Individual functioning: individual empowerment, self-esteem, self-care skills, conflict resolution skills, social support, skills, dating violence awareness, and financial management skills; 2. Dating relationship functioning: understanding of significant other, kindness toward significant other, communication skills in relationship, commitment to healthy relationship with dating partner, and conflict management skills; 3. Parent-Child relationship functioning: understanding of parent, kindness toward parent, and commitment to healthy relationship with parent; and 4. Peer relationship functioning: understanding peers, kindness toward peers, and commitment to healthy relationships with peers. Using paired sample t-tests to examine change over time, statistically significant (p.05) reductions were documented for the following measures: Individual functioning measures: Depression and Level of stress. Among Adult participants, analyses for the targeted areas of individual, individual, couple, and co-parenting functioning revealed statistically significant change over a time in a desirable direction. Using a paired sample t-test to examine change over time a statistically significant (p .05) increases were documented for the following performance measurers for ADULTS statistically significant</p>

increases were documented for the following performance measures: 1. Individual functioning measures: individual empowerment, financial management skills, domestic violence awareness, child maltreatment awareness, general communication skills, self-care skills, general conflict resolution skills, willingness to use marriage education, and reflective coping skills; 2. Couple functioning measures: positive couple interactions, couple quality, understanding of significant other, conflict management skills in relationship, and communication skills in relationship; 3. Co-Parenting functioning measures: parenting efficacy, understanding the other parent, conflict management skills with other parent, and parent-child relationship quality. Using paired sample t-tests to examine change over time, statistically significant (p.05) reductions were documented for the following measures: Individual functioning measures: Depression.

Outcome #1

1. Outcome Measures

TGIF; youth will commit to abstinence. OMK/Military Clubs; Alabama youth will increase knowledge concerning military culture.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alabama society because youth are better educated concerning traditional agricultural practices, increased life skills, more knowledgeable concerning military culture, youth have better coping skills related to family military deployment, youth are committed to abstinence, and ACES is leveraging our programming capabilities through 2,627 direct and indirect volunteers.

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

This program is designed to: 1) facilitate responsible management of financial resources and 2) build credit ratings and improve financial standings of targeted underserved audiences. Resources were also adapted from the FDIC Money Smarts Program. Pre-assessments, post-assessments, and delayed-post assessments were used to measure participants' knowledge and behavioral change. Pre-assessments were used to obtain a pre-training profile of the audience's knowledge prior to training. Post-assessments were conducted to assess knowledge gained and anticipated changes in behavior. A delayed-post assessment conducted 3 to 5 months subsequent to training was used with an estimated 20% of the total project participants to assess adoption of behavior over time. The outcome measures reflect the total number of participants adopting one or more of the recommended practices.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2364

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Recent studies indicate a growing need for families to become more sophisticated in their financial decision making skills. The management of personal finance has become very complex with intricate laws, fluctuating interest rates, and increase in the use of electronic technology by the financial industry and a proliferation of insurance products.

Alabama has a growing aging population requiring increased outreach to provide financial, health, legal education, and Alabama home caregivers training. Additionally, grandparents and relatives are taking on greater responsibilities for parenting within extended and nontraditional households.

What has been done

A training program called Consumers Score with Credit in Check through Responsible Spending was provided. This program offered a series of lessons focused on six resource management concepts. Supporting materials were selected from the "Works for Me" curriculum developed by ACES staff - R. Lane and C. Centrallo. The training program was designed to: 1) facilitate responsible management of financial resources and 2) build credit ratings and improve financial standings of targeted under-served audiences.

The Grand RAPP program was also implemented to provide assistance and support to

grandparents and others who have the sole responsibility of raising their grandchildren or other relatives. This program covered topics such as the natural & logical consequences of discipline, legal rights as kinship caregivers, effective communication with and for children in kinship care, stress management, etc.

The Successful Aging Initiative and the Seniors Can curriculum provided researched-based training and resources in the following topic areas: 1) Estate Planning, 2) Dental Health, 3) Alzheimer's Disease and Dementia, 4) Wills and Powers of Attorney, 5) Advance Directives, 6) End of Life Planning, 7) Health Care Literacy, 8) Caring for the Caregiver, 9) How to Navigate Senior Services, 10) Pain Management and 11) Asset Management for Older Adults.

Results

After participating in the Consumers Score training program, more than 60% (n=784) of the participants who did not have a savings account, checking account or a spending plan indicated that they would open such an account and start a spending plan.

Post-delayed assessment results of the Consumers Score program indicated that 89% of the participants had developed a spending plan, increased their savings, adjusted their career plans and controlled impulse buying.

100% (n= 164) of the participants of Grand RAPP indicated that the program helped them to develop a network of individuals whom they can go to for support as a kinship caregiver (support groups) as well as provided activities that gave them the opportunity to take a break from the challenges and responsibilities of parenting (respite care).

Outcomes from the Successful Aging in Program were: 78% (n=1502) of the 1,926 participants indicated that the program helped them understand their legal rights as a kinship caregiver. 48 attendees contacted their local Area Agency on Aging to draw their Wills and/ or Power of Attorney. Approximately 475 attendees participated in health screenings ranging from blood glucose and bone density to memory screenings. 72% (n=1,387) of the participants had a better understanding of financial issues related to older adults after participating in the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #3

1. Outcome Measures

Health Rocks is a healthy living program for 10-15-year-olds (elementary and middle school youth) sponsored by the National 4-H Council. The program has the goal of bringing youth, families and communities together to reduce tobacco, alcohol and drug use by youth. Increased awareness of illicit drugs and the negative impact of drug usage; increased capacity of human resources to address local community needs; and expanded community partnerships between students and service providing agencies.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Middle school age youth are continuing to be involved with illicit drugs, alcohol, and tobacco usage.

What has been done

5500 participants were provided educational training utilizing the Health Rocks curricula.

Results

Evaluative data indicate an increased awareness to the negative effects of drug usage. Knowledge was gained which promotes change in behavior. Nine out of ten youth participants know that people who smoke or do drug can have serious physical health and relational consequences. Additionally, over 89% of youth participants were confident that they would be able to say "no" if other people, such as their friends or peers, offered them drugs; 89% of participants were confident that they would be able to deal with stress by using stress management skills, such as talking about it with someone they trust.

Over 95% of participants reported high levels of social competency, volunteerism, self-confidence and strong values after having participated in the Health Rocks program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

The goals of the Teens Making Impact Program are to: improve life coping skills for personal growth and development to meet daily challenges; develop decision-making skills; increase interpersonal skills; and , to improve academically. As a result of participating in TMI activities, youth gain knowledge and skills that will positively impact their lives and prepare them for the future in any walk of life.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An increasing number of youth are lacking the ability and life skills to make healthy and informed choices on matters that may impact their lives in a negative way.

What has been done

A series of Teens Making Impact life skills classes has been provided throughout the state in Extension Urban Centers addressing areas that include life choices, health/physical fitness, etiquette, career focus and civic education.

Results

1100 youth completed the TMI program. Evaluation data indicate an improved knowledge in decision making skills (85%); improved skills in basic interviewing techniques (78%), public speaking (75%), and improvement in practicing acceptable social behavior (89%). A statewide conference was conducted for TMI participants as a culminating event, the Teens and Tweens Empowerment Conference, which provided opportunities for youth to engage in leadership, community service and environmental stewardship. The conference evaluative results are as follows: 25.9% learned how to focus on key priorities; 46.2% believe that tobacco, alcohol, and other drugs can cause long term harm to my body; 43% would be avoid substances that could cause harm to my body; 30.1% learned how to take initiative and responsibility; 29% learned how to create interdependent relationships; and, 70% learned how amphibians and reptiles help our world

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

A service learning network continues to be implemented through the VIP program at Alabama A&M University. The integrated network encompasses all university units and/or schools and is designed to meet the changing needs (educational, emotional, social, and intellectual) of the community with a commitment of serving underserved and hard to reach populations. The goals of the VIP program are to: increase the awareness of Extension and the Urban Affairs and New NontraditionalPrograms unit; improve organizational involvement and interpersonal and social skills among volunteers; increase serviceability to targeted clientele resulting from volunteer service.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers play an integral role in planning, implementing, and enhancing Urban program outreach efforts.

What has been done

Networking opportunities were provided through the VIP and AAMU Service Learning program. Over 3600 students and VIPs provided a combined total of over 71,000 clock hours which equates to a monetary value of over 1.5 million dollars in financial savings to the agency.

Results

Improved organizational involvement, interpersonal and social skills among volunteers. A volunteer leaders' conference was held to provide a weekend of professional development and networking opportunities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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Outcome #6

1. Outcome Measures

CYFAR-Auburn University Sustainable Community Project ongoing collection of data for the students will reveal the expected change in the knowledge and behavior of the students who have either participated in the Strengthening Families Program: Parents and Youth 10-14 and/or the in-school program. The expected outcome is improved youth life skills, enhanced parenting skills, increased family cohesion, reduced exposure to substance use (40% reduced likelihood of having been drunk by 10th grade), reduced gateway and illicit substance initiation, long-term reductions in substance use and reduced youth behavior problems. Student survey results from 6th graders of the three communities: Students attitudes toward school: I like school a lot: Never: School 1 -15%, School 2-14%, School 3-16%; Sometimes True: School 1 ? 22%, School 2 ? 35%, School 3- 29%; Always True: School 1 ? 15%; School 2 ? 17%, School 3- 23%. I try hard at school: Never true: School 1 -4%, School 2- 4%, School 3 ? 4%, Sometimes True :School 1 ? 14%, School 2 ? 7%, School 3 ? 4%; Always true: School 1 ? 61%, School 2- 64%, School 3 ? 71%; I get along well with my teachers: Never true: School 1 ? 7%, School 2 ? 6%, School 3 ? 13%; Sometimes true: School 1 ? 11%; School 2- 19%, School 3 ? 13%; Always true: School 1- 59%, School 2 ? 32%, School 3 ? 41%. Substance use and related attitudes: Ever Used (Yes): Drinking Alcohol (26%): School 1 ? 18%, School 2 ? 19%, School 3 ? 32%; Smoking Cigarettes (9%): School 1 ? 9%, School 2 ? 7%, School 3 ? 5%; Using marijuana (3%): School 1 ? 3%, School 2- 1%, School 3 ? 4%; Sniffing glue, paints, or sprays to get high (10%): School 1 ? 8%, School 2 ? 11%, School 3 ? 14%; Using prescriptions or medication for fun or to get high(4%): School 1 ? 5%, School 2 ? 4%, School 3 ? 10%. (Note: Percentages in parentheses are for project schools in Alabama) .Delinquent and Problem Behaviors: Shoplifted (10%): School 1 ? 13%, School 2 ? 7%, School 3 ? 10%; Picked up by the police (3%): School 1 ? 3%, School 2 ? (1%), School 3 ? 6%; Run away from home (6%): School 1 ? 4%, School 2 ? 5%, School 3 ? 7%; Skipped school/class (7%): School 1 ? 4%, School 2- 3%, School 3 ? 7%. (Note: Percentages in parentheses are for project schools in Alabama)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Citizen in the local communities and state. The program builds communities' capacity to empower and improvethethe family and children toward positive youth and family development. Participation should yield an increase in academic performance, decrease in drop-out rates, increase in peer

resistance skills, and a decrease in youth behavior problems.

What has been done

CYFAR-Auburn University Sustainable Community Project had a recruitment retention rate of 83%. 35 families were recruited and 29 families completed at least 5 of the 7 sessions. The staff attended the national CYFAR professional development conference and has implemented three in-school evidence based curriculum to all seventh graders of each of the three communities.

Results

CYFAR-Auburn University Sustainable Community Project ongoing collection of data for the students will reveal the expected change in the knowledge and behavior of the students who have either participated in the Strengthening Families Program: Parents and Youth 10-14 and/or the in-school program. The expected outcome is improved youth life skills, enhanced parenting skills, increased family cohesion, reduced exposure to substance use (40% reduced likelihood of having been drunk by 10th grade), reduced gateway and illicit substance initiation, long-term reductions in substance use and reduced youth behavior problems.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #7

1. Outcome Measures

Prostate: The male attendance was significant with 421 (72%) men attending the educational sessions to outnumber the 162 women. The significance is noted as the challenge to encourage men to take charge of their health and raise the male awareness of prostate cancer. The male attendees varied by age: 31% ages 18-40, 40% ages 41-60, and 27% ages 61 and above. With the majority of the men attending between the ages of 41-60, we reached the targeted population age group recommended to begin a baseline screening for prostate cancer at age of 40. The pre/post-test completed revealed specifics to materials taught during the sessions to increase knowledge and ultimately change behavior: Do you know where your prostate is and its function: Pre: 120-Yes, 93-No; Post: 164-Yes, 49-No; How comfortable do you feel talking with your doctor about prostate cancer: Not Comfortable- Pre: 22, Post: 11; Somewhat comfortable- Pre: 61, Post: 56; Very Comfortable- Pre: 122, Post: 139; For a man without symptoms, how often should he be tested or screened for prostate cancer: Every 6 months ? Pre: 26, Post: 30; Once a year- Pre: 120, Post: 159; Every 5 years ? Pre: 22, Post 9; Don?t know ? Pre: 42, Post: 9; Who is a higher risk for prostate cancer: Men with a family history of prostate cancer ? Pre: 153, Post: 173; African American men ? Pre: 143, Post: 194; Men with a mother or sister who had breast cancer ? Pre: 22, Post: 45; Homosexual men ? Pre: 34, Post 25; Men age 70 and above ? Pre: 65, Post ? 124. When conducting follow-up calls to men who had previously attended ACES sponsored Prostate programs, 18% of the 128 male attendees had spoken with their physician and questioned their prostate health. 56 men decided to seek medical care concerning their prostate health.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Family members of all males, wives, males, and children care that their fathers, brothers, uncles and other males in their lives are aware of their prostate health. Business owners and corporations are greatly impacted when an employee requests time off from work to provide care for a father, husband, or family member that may experience prostate cancer.

What has been done

ACES has conducted Prostate 25 seminars throught the state. ACES has also attended 24 health fairs to share valuable information relative to prostate health. The seminars were conducted by medical physician. The medical physicians were available for 3 hours which allowed the attendees to gain specific knowledge of their prostate during the learning sessions.

Results

After attending the learning sessions, there was a increase in knowledge from the pre-test of 42% responding yes to the question asked of the attendees if they knew where their prostate was located and its function to 92% post-test.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #8

1. Outcome Measures

Healthy Relationship: Among youth participants, analyses for the targeted areas of individual, dating relationship, parent-child relationship, and peer relationship functioning revealed statistically significant change over a time in a desirable direction. Using a paired sample t-test to examine change over time a statistically significant (p .05) increases were documented for the following performance measurers for YOUTH: 1. Individual functioning: individual empowerment, self-esteem, self-care skills, conflict resolution skills, social support, skills, dating violence awareness,

and financial management skills; 2. Dating relationship functioning: understanding of significant other, kindness toward significant other, communication skills in relationship, commitment to healthy relationship with dating partner, and conflict management skills; 3. Parent-Child relationship functioning: understanding of parent, kindness toward parent, and commitment to healthy relationship with parent; and 4. Peer relationship functioning: understanding peers, kindness toward peers, and commitment to healthy relationships with peers. Using paired sample t-tests to examine change over time, statistically significant (p.05) reductions were documented for the following measures: Individual functioning measures: Depression and Level of stress. Among Adult participants, analyses for the targeted areas of individual, individual, couple, and co-parenting functioning revealed statistically significant change over a time in a desirable direction. Using a paired sample t-test to examine change over time a statistically significant (p .05) increases were documented for the following performance measurers for ADULTS statistically significant increases were documented for the following performance measures: 1. Individual functioning measures: individual empowerment, financial management skills, domestic violence awareness, child maltreatment awareness, general communication skills, self-care skills, general conflict resolution skills, willingness to use marriage education, and reflective coping skills; 2. Couple functioning measures: positive couple interactions, couple quality, understanding of significant other, conflict management skills in relationship, and communication skills in relationship; 3. Co-Parenting functioning measures: parenting efficacy, understanding the other parent, conflict management skills with other parent, and parent-child relationship quality. Using paired sample t-tests to examine change over time, statistically significant (p.05) reductions were documented for the following measures: Individual functioning measures: Depression.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The overall community cares for the institution of the family. With the national rate for the probability of divorce and separation at 50%, many parents, married couples, children, educators, and faith-based leaders are with sustaining the family.

What has been done

Many workshops, conferences, and seminars have been conducted to raise awareness and provide coping skills for couples who are married, dating, and/or considering marriage.

Results

Healthy Relationship: YOUTH show a statistically significant (p <.05) increases were documented for the following performance measurers: individual functioning: individual empowerment, self-

esteem, care for self, conflict resolution skills, social support skills, dating violence awareness, financial management; Dating relationship functioning measures: understanding of significant of other, kindness toward significant other, commitment to healthy relationship; Parent-Child relationship functioning: understanding of parent, kindness toward parent, commitment to healthy relationship; Peer relationship functioning: understanding peers, kindness toward peers, and commitment to healthy relationship. ADULTS show statistically significant ($p < .05$) increases were documented for the following performance measures: individual functioning: financial management, domestic violence awareness, child maltreatment; Couple functioning measure: couple quality, understanding of significant other; and Co-parenting functioning measures: understanding the other parent and conflict management skills.

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

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Volunteerism was impacted by Penn State situation resulting in background checks on all direct volunteers.)

Brief Explanation

- Auburn University initiated requirement for all direct volunteers to be background checked through AU Human Resources.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

- Volunteers provided \$2.1M in service to Alabama 4-H & YD in 2012.
- Volunteers increased knowledge at Spring Training.
- TGIF youth programming resulted in continued commitment to abstinence by youth in the program.
 - Youth involved in military and OMK programming improve coping skills through interaction with other military youth.

- The majority of Consumer Score Program participants' behavior were changed relative to banking and budgeting.
- Kinship Caregivers' knowledge of their legal rights increased after participating in the Grand RAPP program.
- Kinship Caregivers' ability to deal with the challenges and responsibilities of parenting was enhanced through active participation in support groups and respite care provided by the Grand RAPP program.
- Over 89% of youth participants were confident that they would be able to say "no" if other people, such as their friends or peers, offered them drugs; 89% of youth were confident that would be able to deal with stress by using stress management skills; and over 95% of youth participants reported high levels of social competency, volunteerism, self-confidence and strong values after having completed the Health Rocks program.
- Based on participants' TMI program evaluations: 85% improved in decision-making skills; 75% improved in public speaking skills; 78% improved skills in interviewing and data collection; and 90% improved skills in practicing acceptable social behavior.
- A total of 48 older adults had their will and/or Power of Attorneys drawn up after attending the SAI program.
- Approximately 478 older adults were screened for various health issues such as memory, bone density, blood pressure, blood glucose, etc. through the SAI program.
- Sixty percent of the SAI program participants had a better understanding of medicare/medicaid and social security after attending the program.
- Medical physicians and other medical professionals provided \$15,625 of time to educate citizens on prostate health
- Male and female attendees increased the knowledge of the location and function of the prostate gland from 42% on the pre-test to 92% on the post-test
- 80% of the 522 persons attending the prostate seminars were men
- Healthy Relationship program enrollment for adults 2342 and 2030 completed; youth enrollment was 2332 with 2245 completing the program. Overall retention rate for participants completing 50% of the program (3+ hours) is 91% [4257 of 4674 enrolled].
- CYFAR Sustainable Community Project and PROSPER enrolled 131 families. Of the 131 families 82 families completed a minimum of 5 of the 7 sessions. Yielding a 63% graduation rate.

Key Items of Evaluation

89% of the Consumer Score with Credit in Check Program participants made progress in adjusting their financial resource management behavior to include developing a spending plan, increasing savings, adjusting career plans and/or controlling impulse buying.

100% of the participants of Grand RAPP indicated that the program helped them to develop a network of individuals whom they can go to for support as a kinship caregiver (support groups) as well as provided activities that gave them the opportunity to take a break from the challenges and responsibilities of parenting (respite care). 78% of participants indicated that the program helped them understand their legal rights as a kinship caregiver.

100% of the participants in the Successful Aging Initiative (SAI) Program indicated that they had gained knowledge relative to emerging issues facing seniors and 60% had gained a better understanding of medicare/medicaid and social security. 478 older adults received free screening for memory, blood glucose, blood pressure, bone density, etc.

For the Prostate attendance record, 80% of the females who attended the program attended alone. They did not come with a male. 30% of the males attending the program attended with someone. 20% of the females attended the program with a male. Results from the follow-up of those who attended, 56 men decided to seek medical care concerning their prostate health.

Healthy Relationship evaluations showed statistically significant reductions in depressive symptoms and faulty relationship beliefs, such as the endorsement of a belief that cohabitation is helpful in ensuring marriage is successful and that live is enough to sustain a relationship.

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Economic and Community Development

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
605	Natural Resource and Environmental Economics	15%	20%		
608	Community Resource Planning and Development	70%	50%		
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%	20%		
805	Community Institutions, Health, and Social Services	5%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	18.0	5.0	0.0	0.0
Actual Paid Professional	14.3	1.2	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
106354	47387	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
268661	47387	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1171443	110986	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Primary activities in this area were individualized community, county and regional economic and community development programs conducted as part of 1 Strategic Program Initiative (SPI 402-ECDI-C) and 3 Priority Program Areas (PPA 102-F, PPA 102-G, PPA 102-UANNP-H).

Activities of individualized programs included:

- Connections & Partnerships
 - Created an 18-member ECDI Board of Advisors that includes leaders of all major economic development organizations in Alabama
 - Organized and conducted meetings of numerous Auburn University units that have some role in economic and community development to develop a strategic partnership plan
 - Administered the Alabama Community Leadership Network and hosted a state conference and a state workshop
 - Managed the Alabama Communities of Excellence program which focuses on communities with populations between 2,000 and 18,000
 - Participated on economic and community development boards throughout the state
 - Partnered with 4 community organizations to implement Realizing the American Dream
- Education & Training
 - Conducted the two-week Intensive Economic Development Training Course
 - Managed Impact Alabama, an executive economic development training program for Alabama's top economic developers
 - Developed a web-based small business webinar educational curriculum in partnership with the National Independent Business Association
 - Conducted Alabama Prosperity Forum workshops
 - Administered AU Graduate Minor in Economic Development
 - Conducted 2 statewide County Extension Coordinator Trainings
 - Conducted Mississippi-Alabama Rural Tourism Conference
 - Conducted Small Business Opportunity Conference
 - Developed 24 online entrepreneurship training modules
 - Developed the Virtual Entrepreneurship online platform for training and evaluation
 - Conducted 4 Realizing the American Dream workshops
- Research & Communications
 - Published quarterly Extension ACTION newsletter
 - Published 2012 Alabama County Economic Vitality Index, which rates all 67 Alabama counties on 8 indicators in 4 categories
- Consulting, Community Support & Engagement
 - Partnered with Economic Development Partnership of Alabama to create a strategic economic development plan for 8 Alabama counties impacted by the BP Deepwater Horizon oil spill
 - Administered the Rural Alabama Initiative mini-grant program
 - Developed and managed 5 county "Stronger Economies Together (SET)" project focused on regional economic development training and strategic planning
 - Directed strategic planning projects for the Coastal Gateway Economic Development Alliance and for Choctaw County Workforce Development
 - Provided consultation services to over 100 sites related to rural and agritourism

2. Brief description of the target audience

The primary target audiences are current and future community leaders, decision makers, and local and state governmental officials in all communities across the state.

3. How was eXtension used?

The Economic and Community Development program of ACES used eXtension primarily through Virginia Morgan, Administrator III, Outreach Programs to assist Alabama citizens and communities in the ongoing rebuilding process that is a result of the devastating and deadly series of tornadoes that hit many communities in the previous spring.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	40357	1841300	13188	603987

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in Section V(F). The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and projects will be measured by the level of participation in the activity. The target boxes below indicate for each year the number of ETPs for this program area that will be formally evaluated using an

evaluation instrument designed specifically for that activity.

Year	Actual
2012	0

Output #2

Output Measure

- The virtual Entrepreneurship project desired to achieve the following outputs for the program year: Virtual Entrepreneurship website (MyVEC.org) Virtual Entrepreneurship Facebook Page (facebook.com/myvecorg) Virtual Entrepreneurship Twitter account (twitter.com/myvec_org) Virtual Entrepreneurship LinkedIn account (Alabama VEC) Virtual Entrepreneurship YouTube Channel (Alabama VEC) Develop 24 training modules During the program year a total of 4 Realizing the American Dream Workshops were conducted throughout the State of Alabama. The program served approximately 63 adults interested in purchasing a home or keeping the one they already own. Programs were conducted throughout the state.

Year	Actual
2012	30

Output #3

Output Measure

- [THIS REPLACES FIRST PARAGRAPH ABOVE] This program area included numerous output activities and the success of those projects and activities was measured by levels of participation. Included were Small business webinars and training session; Training courses, publications, and other resources for economic developers, community leaders, and small business; Alabama Community Leadership Network; Gulf Coast Sustainability Plan; 5-Star Economic Development Plan for a 5-county Black Belt region (Marengo, Wilcox, Sumter, Perry, and Dallas counties) through SET; Choctaw County Workforce Development Plan; Revised process for conducting ACE leadership development programming; RAI funded grant projects; Bimonthly Rural Community and Economic Development Advisory Board meetings; Action newsletters; Two-state conference providing best practices in rural tourism; Comprehensive system of birding trails covering the entire state in which all 67 counties are involved; Regional effort to promote nine rural counties as a tourism destination.

Year	Actual
2012	105

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Outcomes from this program area include: a) Number of community and economic development projects conducted, b) Community and economic development training resources developed, c) Number of community and economic development programs conducted, and d) number of educational grant projects funded.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: · Why: Explain the reason the program was done, or the situation or problem that the program addressed. · What: Specifically what was done and how it was done. · When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. · Where: Specific location-- the county or counties involved. · Who and how many: The ?who? includes both who did the program and who were the clients of the program, as well as how many people were served. · So what: This is the part that gives the real meaning to ?success.? The basic question to be answered in this part is ?what difference did this program make.? The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since the Economic and Community Development program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	Realizing the American Dream training was used to conduct our first time homebuying program. Overall the participants had a positive view of the Realizing the American Dream. Of the 53 program participants who responded: 32% were having a difficult time meeting their monthly mortgage payment, 43% were interested in buying a home but did not know how, 85% strongly believed that the program was interesting, 91% strongly believed that the information was useful, 90%strongly believed that the activities were helpful, and 78% strongly believed that their involvement would have an impact on their future. Of the program participants 58% increased their knowledge on home buying. Of the respondents 88% increased their knowledge in one or more of the program target areas (manage money, manage credit, create home buying plan, get a good mortgage loan, shop a home). After the programs conclusion 46% of the respondents reviewed their credit, 68% increased savings, and 81% completed one or more of the program action items (budget, home buying plan, savings plan, credit plan, loss mitigation plan).
4	[THIS REPLACES FIRST PARAGRAPH ABOVE] Community leadership development programs become catalysts for building stronger, more prosperous communities throughout Alabama. These local leadership programs advance a collaborative leadership model, growing the quantity of leaders, increasing the capacity of citizen leaders to address the challenges they face, and thereby strengthening civic life and maximizing economic potential in communities throughout Alabama. With a clear understanding of priorities and strategies, communities and organizations receiving planning assistance from ECDI are more proactive and successful in realizing their vision and achieving their goals. Organizations are more cost-effective and productive. Communities realize improved quality of life and economic prosperity.

Outcome #1

1. Outcome Measures

Outcomes from this program area include: a) Number of community and economic development projects conducted, b) Community and economic development training resources developed, c) Number of community and economic development programs conducted, and d) number of educational grant projects funded.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	560

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Successful local community and economic development requires strong local leadership, connections among public, private, and education sector stakeholders, and active engagement. The BP Horizon Oil Spill in 2011 on the Alabama Gulf Coast provided two important lessons: the value of the tourism to economic development and the importance of working together to deal with crisis. Of course, many communities may have good community leadership with excellent ideas for projects that would enhance local community and economic development. What they may lack is a source of funding to seed those local projects.

What has been done

Rural Alabama Initiative (RAI) grant program was created to provide seed money for some of these worthwhile community initiatives. Priority was given to projects featuring collaborations among organizations and jurisdictions in rural Alabama. Promoted education and training in rural tourism through the Intensive Economic Development Training Course and development of annual Alabama-Mississippi Tourism Conference. Partnered with Economic Development Partnership of Alabama to assess the economic development challenges and opportunities in the 8 counties most impacted by the Horizon oil spill.

Results

ECDI funded 12 Rural Alabama Initiative projects for 2012 at a total of over \$54,000, many focusing on community development, engagement, and youth leadership. The RAI grant application process was very competitive. Over \$1.25 million dollars has been distributed since

2007 to support over 130 local economic and community development projects throughout Alabama. Conducted over 100 consultation sessions in support of tourism-related economic development programs, primarily for rural and agritourism initiatives. Created a regional long-term plan to achieve economic diversification and sustainability in the 8 county area most directly impacted by the Horizon oil spill. Engaged a broad cross section of regional stakeholders to identify solutions and build consensus for implementation of the plan's key priorities.

4. Associated Knowledge Areas

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

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements:

- Why: Explain the reason the program was done, or the situation or problem that the program addressed.
- What: Specifically what was done and how it was done.
- When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began.
- Where: Specific location-- the county or counties involved.
- Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served.
- So what: This is the part that gives the real meaning to "success." The basic question to be answered in this part is "what difference did this program make." The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program.

Since the Economic and Community Development program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
------	--------

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Success Stories for 2012 specific to the Economic and Community Development PPTs are available online on the ACES intranet. The 9 Success Stories are broken down as follows: 5 for PPA 102-F, 3 for PPA 102-G, and 1 for PPA 102-UANNP-H. Each Success Story will address the issue, that is, who cares and why.

What has been done

The Success Stories for 2012 specific to the Economic and Community Development PPTs are available online on the ACES intranet. The 9 Success Stories are broken down as follows: 5 for PPA 102-F, 3 for PPA 102-G, and 1 for PPA 102-UANNP-H. Each Success Story will address what has been done.

Results

The Success Stories for 2012 specific to the Economic and Community Development PPTs are available online on the ACES intranet. The 9 Success Stories are broken down as follows: 5 for PPA 102-F, 3 for PPA 102-G, and 1 for PPA 102-UANNP-H. Each Success Story will provide their results.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Realizing the American Dream training was used to conduct our first time homebuying program. Overall the participants had a positive view of the Realizing the American Dream. Of the 53 program participants who responded: 32% were having a difficult time meeting their monthly mortgage payment, 43% were interested in buying a home but did not know how, 85% strongly believed that the program was interesting, 91% strongly believed that the information was useful, 90% strongly believed that the activities were helpful, and 78% strongly believed that their involvement would have an impact on their future. Of the program participants 58% increased their knowledge on home buying. Of the respondents 88% increased their knowledge in one or more of the program target areas (manage money, manage credit, create home buying plan, get a good mortgage loan, shop a home). After the programs conclusion 46% of the respondents reviewed their credit, 68% increased savings, and 81% completed one or more of the program action items (budget, home buying plan, savings plan, credit plan, loss mitigation plan).

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

Outcome #4

1. Outcome Measures

[THIS REPLACES FIRST PARAGRAPH ABOVE] Community leadership development programs become catalysts for building stronger, more prosperous communities throughout Alabama. These local leadership programs advance a collaborative leadership model, growing the quantity of leaders, increasing the capacity of citizen leaders to address the challenges they face, and thereby strengthening civic life and maximizing economic potential in communities throughout Alabama. With a clear understanding of priorities and strategies, communities and organizations receiving planning assistance from ECDI are more proactive and successful in realizing their vision and achieving their goals. Organizations are more cost-effective and productive. Communities realize improved quality of life and economic prosperity.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	560

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Successful local community and economic development requires strong local leadership, connections among public, private, and education sector stakeholders, and active engagement. The BP Horizon Oil Spill in 2011 on the Alabama Gulf Coast provided two important lessons: the value of the tourism to economic development and the importance of working together to deal with crisis. Of course, many communities may have good community leadership with excellent ideas for projects that would enhance local community and economic development. What they may lack is a source of funding to seed those local projects.

What has been done

Rural Alabama Initiative (RAI) grant program was created to provide seed money for some of these worthwhile community initiatives. Priority was given to projects featuring collaborations among organizations and jurisdictions in rural Alabama. Promoted education and training in rural tourism through the Intensive Economic Development Training Course and development of annual Alabama-Mississippi Tourism Conference. Partnered with Economic Development Partnership of Alabama to assess the economic development challenges and opportunities in the 8 counties most impacted by the Horizon oil spill.

Results

ECDI funded 12 Rural Alabama Initiative projects for 2012 at a total of over \$54,000, many focusing on community development, engagement, and youth leadership. The RAI grant application process was very competitive. Over \$1.25 million dollars has been distributed since 2007 to support over 130 local economic and community development projects throughout Alabama. Conducted over 100 consultation sessions in support of tourism-related economic development programs, primarily for rural and agritourism initiatives. Created a regional long-term plan to achieve economic diversification and sustainability in the 8 county area most directly impacted by the Horizon oil spill. Engaged a broad cross section of regional stakeholders to identify solutions and build consensus for implementation of the plan's key priorities. Designation of the Alabama Scenic River Trail as a National River Trails System by the US Department of Interior.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Damage from strong tornadoes and storms in the spring of 2011 coupled with the poor national and state economies were the two largest external factors that had an impact on outcomes. Many communities across Alabama were devastated by a series of deadly tornadoes that spring and several communities were totally destroyed. For portions of the state this has had long lasting results as rebuilding is still continuing. The economy resulted in less than expected state and federal revenues which resulted in appropriation changes. One of the largest impacts has been on the RAI grant program, which was cut by almost 90% from the initial funding.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The newly created 18-member ECDI Board of Advisors provided direction, feedback, and advice. This external advisory board includes leaders of all major economic Development organizations in Alabama. ECDI training courses are evaluated through participant evaluation surveys and all of these events indicate high satisfaction with all aspects of training provided. The success of other activities and projects was measured by the level of participation.

ECDI funded 12 Rural Alabama Initiative projects for 2012 at a total of over \$54,000, many focusing on community development, engagement, and youth leadership. The RAI grant application process was very competitive. Over \$1.25 million dollars has been distributed since 2007 to support over 130 local economic and community development projects throughout Alabama. Conducted over 100 consultation sessions in support of tourism-related economic development programs, primarily for rural and agritourism initiatives. Created a regional long-term plan to achieve economic diversification and sustainability in the 8 county area most directly impacted by the Horizon oil spill. Engaged a broad cross section of regional stakeholders to identify solutions and build consensus for implementation of the plan's key priorities. Designation of the Alabama Scenic River Trail as a National River Trails System by the US Department of Interior.

Key Items of Evaluation

Realizing the American Dream training was used to conduct our first time homebuying program. Overall the participants had a positive view of the Realizing the American Dream. Of the 53 program participants who responded: 58% increased their knowledge on home buying. Of the respondents 88% increased their knowledge in one or more of the program target areas (manage money, manage credit, create home buying plan, get a good mortgage loan, shop a home).

After the programs conclusion 46% of the respondents reviewed their credit, 68%

increased savings, and 81% completed one or more of the program action items (budget, home buying plan, savings plan, credit plan, loss mitigation plan).

V(A). Planned Program (Summary)

Program # 9

1. Name of the Planned Program

Environmental Stewardship

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	5%	10%		
104	Protect Soil from Harmful Effects of Natural Elements	10%	10%		
111	Conservation and Efficient Use of Water	10%	10%		
112	Watershed Protection and Management	10%	20%		
123	Management and Sustainability of Forest Resources	10%	0%		
131	Alternative Uses of Land	10%	0%		
132	Weather and Climate	10%	0%		
133	Pollution Prevention and Mitigation	10%	10%		
135	Aquatic and Terrestrial Wildlife	10%	0%		
136	Conservation of Biological Diversity	10%	20%		
216	Integrated Pest Management Systems	5%	0%		
403	Waste Disposal, Recycling, and Reuse	0%	20%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	16.2	3.8	0.0	0.0
Actual Volunteer	2.0	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
120243	151048	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
363485	151048	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1963969	206255	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

assisted the Alabama NRCS implementing Precision Agriculture Incentive through Environmental Quality Incentives Program (EQIP). The PA EQIP encourages adoption of precision ag technologies for nutrient and pest mgt practices to promote environmental stewardship.

- Coosa River Science School - 78 groups over 700 hours instructional time and over 5,000 youth, on-site participants and over 22,000 off-site participants.
- Classroom-in-the-Forest/Forest-in-the-Classroom; 36 groups with 175.2 instruction hours and 6527 total youth in field trips, in-school enrichment, field days and 4-H Club programs.
- Skins-N-Skulls; 127 groups with 471 instructional hours and 23,966 youth in day camps, Coosa River Science School, summer camp, in-school enrichment, field days, FAWN, and 4-H Club programs.
- Nutrient / zone management workshop for 20 participants. Education focused on improving nutrient management on-farm by tailoring fertilizer prescription maps to soil / crop needs. 20 participants.
- Crop Sensors for Enhancing Input Management and Nutrient Stewardship Workshop- Conducted this day long workshop for the Alabama Crop Management Association. 30 participants.
- The Alabama Precision Ag program
- AAMU/ACES E-waste Institute -serves as a medium to provide education about safe environmental practices for managing electronic waste. 5 Extension educators conducted and/or participated in 6 e-waste workshops, 2 e-cycling drives, 3 e-cycling days and 2 environmental festivals. An estimated 349,050 lbs. of e-waste was recycled. Radio and television broadcasts and online and print media reached over 660,454.
- Urban Environmental Science Education Program (UESEP) - 5 Extension educators provided 2760 hours implementing YEEs (Youth Exploring Environmental Science) and ECEE (Engaging Citizens in Environmental Education) components of UESEP in 10 counties. Activities included presentations, demonstrations, 1-2 hour in-school enrichment workshops, field days, festivals, expos, recycling drives and multidisciplinary research activities, reaching 7463 youth and 2927 adult clientele.
- Urban Home*A*Syst -6 groups of urban residential homeowners were offered integrated approaches to help them identify low, medium and high risks concerns or problems in and around their home utilizing this national environmental risk assessment program.
- Alabama Smart Yards projects offer residential landscape mgt solutions to reduce NPS pollution associated with land uses and everyday activities of people living within a watershed. We have significant surface water A's and \$millions in consumer spending to home landscapes/gardens; there is huge potential for water quality impact.
- Urban Gardens and Sustainable Landscapes (UGSL) provides urban focused resource and training activities in horticulture for the 9 urban areas of Alabama by conducting demonstration, presentations, workshops, and field days.

- Water Wheels Mobile Learning Lab-unveiled in 2012 at ACES Green Living expo. Water Wheels provides middle and high school youth an interactive 3-D gaming environment to learn about water conservation and how to become conservation savvy.

2. Brief description of the target audience

- Youth and adult citizens of Alabama.
- Alabama farmers and agri-businesses.
- The UESEP, the AAMU E-waste Institute, and the Urban Home*A*Syst programs primarily target youth and adults in urban and nontraditional communities, and urban/rural interface environmental control groups within the metropolitan statistical areas (MSAs) of Alabama.
 - Consumers of horticulture goods and services

3. How was eXtension used?

- eXtension was used to acquire information to enhance program implementation for the UESEP, the AAMU E-waste Institute, and the Urban Home*A*Syst programs.
- eXtension was used for Red Imported Fireant information, resources & materials

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	642825	11531475	54062	687699

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	3	3	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- ACES will reach both adult and youth audiences, agricultural producers, homeowners, agribusinesses, and rural and urban populations through participation in workshops, targeted PPT programs, 4-H enrichment programs, 4-H Club meetings, Coosa River Science School, media exposure, websites, partnerships, and curriculum. Contact reporting data will be used to measure output.

Year	Actual
2012	0

Output #2

Output Measure

- Coosa River Science School Environmental Education program at the Alabama 4-H Center on-site and off-site programs, Classroom in the Forest instructional hours = 175 to 6527 youth, and 471 instructional hours of Skins-N-Skulls to 23,966 youth.

Year	Actual
2012	0

Output #3

Output Measure

- 471 instructional hours in Skins-N-Skulls to 23,966 youth, 175 instructional hours in Classroom in the Forest to 6,527 youth, and over 700 instructional hours from Coosa River Science School to 27,428 participants (on and off-site).

Year	Actual
2012	0

Output #4

Output Measure

- Number Alabama Smart Yard (ASY) workshops/demonstrations

Year	Actual
2012	57

Output #5

Output Measure

- Number of media stories related to ASY principles (and started or maintained 5 Facebook pages)

Year	Actual
2012	186

Output #6

Output Measure

- Extension Specialists supported ASY wksp: Mitchell, Sikora, Jacobi, Hagan, Graham, Flanders, Enloe, Rowe, Brodbeck, Han

Year	Actual
2012	10

Output #7

Output Measure

- ASY - Educational web-based videos - <http://vimeo.com/48026353> - Friend or Foe - <http://vimeo.com/48022396> - Hit the Panic Button (teaching tool for MGs working Helplines) - and Alabama Smart Yards - http://www.youtube.com/watch?v=PZ4KnaL_1-0&list=PL8850C61091390A03&index=57

Year	Actual
2012	3

Output #8

Output Measure

- Master Gardeners have demonstration gardens in Lee, Houston, Elmore, Madison, Jefferson, Tuscaloosa, Montgomery, Mobile, Cleburne, Etowah, Calhoun, and Chilton counties. These teach concepts such as composting, soil amendments, raised beds, native plants, heirloom plants, food plants, variety selection, pollinator plants, and ornamental herbaceous and wood plants best adapted to specific parts of our state.

Year	Actual
2012	12

Output #9

Output Measure

- Number of volunteers assisting/partnering in ASY project delivery

Year	Actual
2012	117

Output #10

Output Measure

- E-waste Institute - the number of workshops (6), e-cycling drives (2) and recycling days conducted (3); number of volunteers recruited, informational booths displayed at festivals (2), partnerships developed, articles and success stories written (4); questionnaires (1650), brochures (1800) and publications disseminated; and the educational information shared via radio, TV, websites, newspaper articles, and newsletters.

Year	Actual
2012	0

Output #11

Output Measure

- E-waste Institute - Amount of electronic waste collected or recycled through program and partnerships (in pounds)

Year	Actual
2012	349050

Output #12

Output Measure

- UESEP - number of school enrichment workshops, field days, demonstrations, expos, festivals, symposiums, presentations, and research activities participated in /conducted (80); number of articles (6) and success stories written (16); number of research grants received (4); and number of partnerships developed.

Year	Actual
2012	0

Output #13

Output Measure

- Urban Home*A*Syst - number of workshops (6) and environmental risk assessments conducted; number of surveys returned; number of articles and success stories written (7); number of presentations made; and number of grants submitted and awarded (1).

Year	Actual
2012	0

Output #14

Output Measure

- Water Wheels: Workshops conducted (4), Rain catchment systems installed (2), participated/attended workshops (25), hoop house installation (1), Estimated gallons of rainwater conserved by adoption of practices (27,480 gal), estimated cost saving by clients adopting rainwater conservation practices (\$40K) total adult face to face contacts (1929), total youth face to face contacts (632)

Year	Actual
2012	29

Output #15

Output Measure

- UGSL-The program team devoted a total of 437 days to the program resulting in: 27 success stories, 18,540 face to face contacts, 2,260,815 non face to face contacts, 6,569 male contacts,

8,158 female contacts, 9,145 white contacts, 5,411 black contacts, total estimated contributions through partnerships/collaborators, \$305,758.51, 516 adopting water conservation & irrigation practices, rain water conserved 50,826 gal, 475 adopting xeriscaping management practices, \$49,372 saved by adopting water & irrigation management practices, 5962 trained on urban & community gardening, producing 5,439 and 1,539 lbs. of produce, respectively.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Increased knowledge of forest management practices, tools and techniques. Appreciation for private forest landowners, and increased understanding of the importance of natural resources. Increased knowledge of how one's actions affect the environment, and increased respect for citizenry, community, and environment. Empowerment to lead, plan, organize, problem-solve, make decisions, and work on a team to address environmental sustainability issues.
2	Alabama Smart Yards (ASY) - % participants who improved their knowledge of possible contaminants in storm water runoff leaving residential properties
3	ASY - % participants who improved their knowledge of installing a rain barrel or cistern
4	ASY - % participants who improved their knowledge of drip/micro irrigation benefits
5	ASY - % participants who plan to teach others about rainwater harvesting (rain barrel/cistern)
6	ASY - % participants who plan to install drip/micro irrigation in one or more areas of their landscape or in a garden
7	ASY - % participants who plan to install a rain barrel or cistern
8	ASY - % participants who plan to change their management tactics in their home lawns
9	E-waste Institute - % of participants who are aware of the environmental hazards associated with e-waste
10	E-waste Institute - % of participants who plan to begin recycling electronic products at home or their business within the next 3 to 6 months
11	UESEP - % of participants who agree the program was very/extremely effective at increasing their knowledge of environmental concepts.
12	Urban Home*A*Syst - % of participants who showed increased knowledge in the environmental risk assessment content areas.
13	Alabama Fireant Management Program - \$\$ saved
14	UGSL- % individuals who increased their knowledge and adopted water conservation & irrigation practices.

Outcome #1

1. Outcome Measures

Increased knowledge of forest management practices, tools and techniques. Appreciation for private forest landowners, and increased understanding of the importance of natural resources. Increased knowledge of how one's actions affect the environment, and increased respect for citizenry, community, and environment. Empowerment to lead, plan, organize, problem-solve, make decisions, and work on a team to address environmental sustainability issues.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Society because of the value of natural resources and importance of environmental stewardship and sustainability.

What has been done

Environmental stewardship programming has been delivered to f4-H youth in Alabama.

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
123	Management and Sustainability of Forest Resources
131	Alternative Uses of Land
133	Pollution Prevention and Mitigation
135	Aquatic and Terrestrial Wildlife
136	Conservation of Biological Diversity

Outcome #2

1. Outcome Measures

Alabama Smart Yards (ASY) - % participants who improved their knowledge of possible contaminants in storm water runoff leaving residential properties

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	86

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alabama ranks 14th in the US for nursery and greenhouse total sales and ranks #1 among US states for navigable river miles. Knowing the connection between these river miles, other surface waters and aquifers, and adding to this our knowledge about consumer spending (\$843 million - 2009, AU Special Report #7) relative to Alabama's home landscapes/gardens, there is huge potential for water quality impact. Residential gardeners view their landscapes as home property investments worth protecting; Extension educators know the importance of these gardeners protecting our state's natural resources.

What has been done

Home Grounds REAs provided teaching/demonstration

Results

86% of respondents showed a knowledge gain comparing their understanding of storm water contaminants prior to the wksp/demo and after - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
112	Watershed Protection and Management
216	Integrated Pest Management Systems

Outcome #3

1. Outcome Measures

ASY - % participants who improved their knowledge of installing a rain barrel or cistern

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	83

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Rain barrels and cisterns capture rain water for later use, but more importantly reduce the volume of water moving across a landscape. Reducing volume, reduces water force in movement. Rapid moving water has greater potential to transport contaminants and causes greater erosion problems both on property and in nearby streams.

What has been done

Home Grounds REAs provided teaching/demonstration

Results

83% of respondents showed knowledge gain comparing their understanding of rain barrel/cistern installation prior to the wksp/demo and after. As well, 84% of respondents showed knowledge gain comparing their understanding of barrel/cistern construction prior to the program and after - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
112	Watershed Protection and Management

Outcome #4

1. Outcome Measures

ASY - % participants who improved their knowledge of drip/micro irrigation benefits

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	84

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Drip and micro irrigation are not new technologies, but are better known in production of horticulture crops such as strawberries and tomatoes. Residential consumers now have wider access to these devices and these are appropriate for many ornamental landscape plantings. Drip/micro irrigation devices are more efficient in water usage than is overhead broadcast irrigation and have the potential to decrease erosion problems.

What has been done

Home Grounds REAs provided workshop/demonstrations

Results

84% of respondents showed a knowledge gain comparing their understanding of drip/micro irrigation benefits prior to the wksp/demo and after - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

Outcome #5

1. Outcome Measures

ASY - % participants who plan to teach others about rainwater harvesting (rain barrel/cistern)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	64

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A tremendous benefit of all Extension programs is the multiplier effect. We teach one person and they then teach another; or several others - and so on.

What has been done

Home Grounds REAs provided teaching/demonstration and encouraged participants to share their new gained knowledge with others

Results

64% of respondents intend to teach someone else how to build/install a rain barrel or cistern - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
112	Watershed Protection and Management

Outcome #6

1. Outcome Measures

ASY - % participants who plan to install drip/micro irrigation in one or more areas of their landscape or in a garden

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	60

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Drip and micro irrigation are not new technologies, but are better known in production of horticulture crops such as strawberries and tomatoes. Residential consumers now have wider access to these devices and these are appropriate for many ornamental landscape plantings. Drip/micro irrigation devices are more efficient in water usage than is overhead broadcast irrigation and have the potential to decrease erosion problems.

What has been done

Home Grounds REAs provided teaching/demonstration

Results

60% of respondents plan to install drip/micro irrigation in one or more locations of their property - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

Outcome #7

1. Outcome Measures

ASY - % participants who plan to install a rain barrel or cistern

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	75

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Rain barrels and cisterns capture rain water for later use, but more importantly reduce the volume of water moving across a landscape. Reducing volume, reduces water force in movement. Rapid moving water has greater potential to transport contaminants and causes greater erosion problems both on property and in nearby streams.

What has been done

Home Grounds REAs provided teaching/demonstration

Results

75% of respondents intend to install one or more rain barrels or cisterns - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

Outcome #8

1. Outcome Measures

ASY - % participants who plan to change their management tactics in their home lawns

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
------	--------

2012

70

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Home lawns provide many benefits and uses for families. However, inch for inch they require more inputs for better plant health compared to other landscape plantings. As well, effective commercial marketing and accepted cultural norms create a high potential for excess inputs to residential lawn maintenance. Teaching consumers about the recommended amounts of and seasonality of inputs (fertilizers, herbicides, etc) often shows them the excesses of their current management plan.

What has been done

Home Grounds REAs provided teaching/demonstration. These results are for one workshop of 30+ participants

Results

70% of respondents intend to reduce the amount of fertilizer used in their lawns. As well, these same respondents said they intend (68%) to change the mowing height of their lawn to the recommendations given - and they (68%) said they will send a soil sample for testing before making another fertility (fertilization) decision. - 418 participant surveys

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
112	Watershed Protection and Management
216	Integrated Pest Management Systems

Outcome #9

1. Outcome Measures

E-waste Institute - % of participants who are aware of the environmental hazards associated with e-waste

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	57

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Educational information to respond to community needs related to e-waste management is becoming increasingly important. According to the U.S. EPA the number of electronic products in households and businesses that are considered to be obsolete or irreparable is growing at 3 times the rate of household trash. Unfortunately, many of the materials used in these products are toxic. Continued production of e-waste in such a rapid manner creates a need for improved education and understanding of issues associated with hazardous waste management.

What has been done

Extension staff provided 896 hours to e-waste programming reaching 4,784 youth and adults. Several partnerships were continued, including those with the Funding Factory and Keep Mobile Beautiful. Notable projects included e-waste workshops, recycling days, e-cycling drives, recruitment of volunteers, and information booths at festivals, like the Huntsville Green U Festival. Over 50 cell phones and 500 printer cartridges were recycled through continuous recycling programs at Alabama A&M University and Extension County Offices.

Results

Significant increases in knowledge were observed among the program participants surveyed: 95% (from 63%) knew definition of e-waste and 85% (from 34%) were aware of the hazards associated with e-waste. Over 1800 brochures, 1650 questionnaires, and 250 publications were disseminated. A total of 239,300 lbs. of e-waste was collected at electronic recycling days in Mobile and Dothan, AL. Over 1600 cars dropped of electronics during these events. These results indicate a change in behavior among Alabama citizens as result of knowledge gained through e-waste programming, marketing, and dissemination of educational materials concerning the hazards associated with improperly disposing of electronic waste. It also suggest that the availability of e-cycling opportunities can greatly reduce the amount of discarded electronics fated for the environment.

4. Associated Knowledge Areas

KA Code	Knowledge Area
104	Protect Soil from Harmful Effects of Natural Elements
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
133	Pollution Prevention and Mitigation
136	Conservation of Biological Diversity
403	Waste Disposal, Recycling, and Reuse

Outcome #10

1. Outcome Measures

E-waste Institute - % of participants who plan to begin recycling electronic products at home or their business within the next 3 to 6 months

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	57

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The U.S. EPA has estimated a 5 to 10% increase in the generation of e-waste each year globally, yet alarmingly only 5% of the total global amount of 40 million tons is being recovered (Kuehr, 2010; USEPA, 2011). The E-Waste Institute at Alabama A&M University serves as a medium to educate, train, and raise public awareness about safe environmental practices for e-waste.

What has been done

A number of electronic products can be problematic for the environment once their lifespan has ended. Information on electronics like computers and televisions were shared with participants. For instance, multiple elements from the Periodic Table can be found in complex electronics. Experts suggest that proper recycling of 1 million cell phones can recover some 9 kg of palladium, 24 kg of gold, 250 kg of silver and 9,000 kg of copper (UNA, 2011). A number of efforts were carried out to share this type of information with citizens and to encourage them to begin managing and disposing of electronics properly. The data provides results from a group of 57 participants.

Results

Many of the program participants were unaware of e-waste facts at the time they enrolled in the program. Results indicated that 83% of those surveyed plan to begin recycling electronic products at home or their business within the next 3 to 6 months as a result of the program. In addition, 79% of those surveyed plan to share with others the importance of proper management and disposal of electronics. Of the participants 89% (from 46%) were aware of ways to re-use, reduce or recycle materials to keep them out of landfills.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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104	Protect Soil from Harmful Effects of Natural Elements
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
133	Pollution Prevention and Mitigation
136	Conservation of Biological Diversity
403	Waste Disposal, Recycling, and Reuse

Outcome #11

1. Outcome Measures

UESEP - % of participants who agree the program was very/extremely effective at increasing their knowledge of environmental concepts.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	221

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

As urban communities continue to expand, issues such as natural resource conservation are progressively becoming a concern for many families. Notably, the future lies in the hands of our citizens. Their level of knowledge concerning environmentally-related issues is highly important. UESeP seeks to improve citizen appreciation for science and enhance their understanding of the environment; thus, it provides a framework for citizens to become better environmental stewards.

What has been done

The Unit used a team-based approach, coupling hands-on learning experiences with education curriculum in YEEs and providing research-based information in ECEE. The unit participated in over 80 workshops, demonstrations, field days, expos, fairs, festivals, trainings and conferences (i.e., ACES Green Living Expo). Educational information was shared via radio, TV and websites. An estimated 350 extension client calls were taken and 30 site visits or guest appearances were made. Efforts were also led to promote recycling.

Results

Results revealed that 63% of the youth surveyed agree the program was very or extremely effective at increasing their knowledge of environmental concepts and 80% of the adults surveyed plan to begin recycling, reusing or reducing waste. Over 680 lbs. of plastic, 4615 lbs. of paper

products, and 10 lbs. of aluminum cans were recycled through UESEP efforts.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
104	Protect Soil from Harmful Effects of Natural Elements
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
123	Management and Sustainability of Forest Resources
132	Weather and Climate
133	Pollution Prevention and Mitigation
135	Aquatic and Terrestrial Wildlife
136	Conservation of Biological Diversity
403	Waste Disposal, Recycling, and Reuse

Outcome #12

1. Outcome Measures

Urban Home*A*Syst - % of participants who showed increased knowledge in the environmental risk assessment content areas.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In most homes there are potential risks to human health and the environment that go unnoticed, due to a lack of knowledge. The Urban Home*A*Syst Program helps to identify low, medium and high risks, concerns or problems found in and around the home, and encourages home owners to take action. It does so by providing environmental risk-assessment education to homeowners on issues such as water quality, yard and garden care, household hazards, and self-management of fuels (Home*A*Syst Program, 1997; Urban Home*A*Syst Program, 2006).

What has been done

Program inputs included acquisition of an external grant to assist in modification of the program to better fit ACES clientele. A total of six workshops were conducted and three articles were published (i.e., Good till the Last Drop). Additional educational information was shared via radio, TV, websites, online publications, calendars, and newsletters, including appearances on Focus on Ag and the Charlie Platte Show, reaching over 143,306 contacts indirectly. In-service training and professional development included attendance at the Alabama Water Resource Conference.

Results

Participants surveyed showed increased knowledge in water quality (72%); runoff management (79%); lawn and garden (74%); managing hazardous products (65%); handling automotive products (59%); household waste water treatment (61%) and managing household waste (59%). A large number of the participants planned to change their behavior concerning their home site management as a result of the program and their enhanced knowledge.

- 63% plan to apply recommended amounts of fertilizer and control watering.
- 60% plan to water plants and shrubs in the morning to conserve water.
- 56% plan to purchase household products, like paints in smaller quantities.
- 43% plan to take used oil to a collection center.
- 48% plan to refrain from pouring paints and other chemicals down the drain.
- 50% plan to begin recycling, reusing or reducing household waste.
- 97% of those surveyed would recommend this program to others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
104	Protect Soil from Harmful Effects of Natural Elements
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
133	Pollution Prevention and Mitigation
136	Conservation of Biological Diversity
216	Integrated Pest Management Systems
403	Waste Disposal, Recycling, and Reuse

Outcome #13

1. Outcome Measures

Alabama Fireant Management Program - \$\$ saved

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	5000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

People spend too much money, too much time, and use too much insecticide in their efforts to control fire ants. Our fire ant extension programs train Extension agents in fire ant management, and then they conduct fire ant demonstrations, workshops, and other educational activities.

What has been done

Extension agents located stakeholders who had problems with fire ants, ranging from homeowners to cattlemen to managers of municipal parks and airports. They conducted broadcast bait demonstrations and other programs to teach how bait products put out very small amounts of pesticide product; are economical when used correctly; and contain target specific pesticides. This not only achieves the desired pest mgt goal, but does so with minimal (or no) negative environmental and human impact.

Results

The demonstrations occurred in both rural and urban settings. Of particular note, the grounds staff at one park setting and one municipal airport learned about and adopted the recommended fire ant bait treatment methods. Combined, their estimated minimum savings was \$5,000 (labor, materials, property damages, etc). Unmeasured benefit was reported by a diverse client base: cattlemen, specialty crop growers, homeowners, various municipal properties, and school grounds.

4. Associated Knowledge Areas

KA Code	Knowledge Area
112	Watershed Protection and Management
216	Integrated Pest Management Systems

Outcome #14

1. Outcome Measures

UGSL- % individuals who increased their knowledge and adopted water conservation & irrigation practices.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Although much of urban communities are unaware, water is a natural resource and it is limited resource. Water conservation begins with location and resource availability. Urban areas see a high demand for water and often times that resource becomes limited. An easy and often overlooked resource is rainwater and its use in irrigation of urban and community gardens.

What has been done

Program inputs included acquisition of an external grant to assist in educate youth in rainwater harvesting and water conservation. A total of 27 success stories ("Let's Get Growing", "When it Rains...It Stores!", and "Kitchen Komposting" . Additional educational information was shared via TV, websites, online publications, calendars, and newsletters, including appearances on Morning Shows, reaching over 2,260,815 contacts indirectly. In-service training and professional development included attendance at the Alabama Water Resource Conference.

Results

516 adopted water conservation & irrigation practices, rain water conserved 50,826 gal, 475 adopting xeriscaping management practices, \$49,372 saved by adopting water & irrigation management practices. 48% actually adopted the recommended rainwater irrigation practices and 45% of individuals actually changed their planting and watering practices such as adopting more xeriscape management practices.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
104	Protect Soil from Harmful Effects of Natural Elements

111	Conservation and Efficient Use of Water
112	Watershed Protection and Management
131	Alternative Uses of Land
132	Weather and Climate
136	Conservation of Biological Diversity

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Sustainability and management practices of a garden or landscape will always be depend upon each specific location. Identifying area specific plants and environmental condition will lead to recommendations and continued sustainability.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

- 88.4% of 2153 youth surveyed have a better understanding of the importance of plants and animals.
- 75.9% of 2153 youth surveyed better understand the connection between growing food and the environment.
- 84% of 2153 your surveyed have a better understanding fo the importance of clean water.
- 92.9 % of 1363 youth surveyed have an understanding of why trees are important.
- 85.3% of 1363 youth surveyed report that because of their 4-H experience they can be better stewards of the land.
- 74.9% of 2311 youth surveyed reported they know what an occipital ridge is.
- 84.1% of 2311 youth surveyed reported that Skins N Skulls taught them the differences in the teeth of herbivores and carnivores.
- The adoption of Precision Ag technologies by 2012 Alabama growers provided savings of over \$25,000,000 on pesticide and nutrients reducing economic risks at the farm level.
- Alabama Smart Yard (ASY) - significant learning occured for survey respondents - overall, knowldge improved by 64% to 93%
- ASY - many respondents also intend to apply the principles taught or shown during the programs (42% to 75%)
- E-waste Institute - 91% of those surveyed reported that they knew the importance of recycling e-waste in their home and community.
- E-waste Institute- 83% of those surveyed plan to begin recycling electronic products at home or their business within the next 3 to 6 months.

- UESEP -71% of the youth participants agree that learning about science and the environment makes them want to become better environmental stewards.
- Urban Home*a*Syst: The majority of the participants showed increased knowledge in water quality (72%); runoff management (79%); lawn and garden (74%); managing hazardous products (65%); handling automotive products (59%); household waste water treatment (61%) and managing household waste (59%)
- UGSL - 48% actually adopted the recommended rainwater irrigation practices and 45% of individuals actually changed their planting and watering practices such as adopting more xeriscape management practices. 87% adopted beekeeping practices, 8% adopted high tunnels practices, 58% adopted organic practices, and 63% reported an increase in yield from adopting those organic practices. However, only 8% reported an increase in yield due adoption of beekeeping practices.

Key Items of Evaluation

- All youth surveyed concerning Skins N Skulls, Classroom in the Forest, and Coosa River Science School reported increased knowledge related to relevant environmental stewardship topics.
- NRCS EQIP participants, USDA data, and grower survey data.
- Using totals from ASY rain barrel wksp/demos, the min 2012 water capture = 108,000 gals - if averaged across the 202 respondents, each reduces their potable water usage by 534 gallons - have the potential to irrigate 1000ft² of landscape 13 times - or equivalent 16 loads laundry - consider this impact if all 6,820 participants adopted these actions.
- ASY wksp/demos - by mulch mowing and/or mowing at recommended intervals and soil testing, consumers who follow our recommendations have the potential to reduce nitrogen usage by half (possibly more) - this then also reduces potential stream eutrophication due to excess fertility applications that can travel in stormwater - as well, proper mowing grows thicker lawns which have fewer weeds, and so reduces the consumers' assumed need for herbicide applications.
- E-waste Institute - Participants indicated that they wished there were more free e-cycling days. Most were surprised about the hazards associated with discarded e-waste. It was suggested that electronics be sold with literature that explains the hazards associated with improper disposal of electronics.
- UESEP - 87% of those surveyed plan to work towards being better stewards of the environment.
- Urban Home*a*Syst - The majority of the participants identified lawn and garden care, managing household trash, and managing household hazardous products as a "high risk" as it related to their home and property; while managing automobile products was identified as a "low risk" area.
- Urban Home*a*Syst - Very few of the participants were recycling paper, plastics or glass at the time they enrolled in the program; many vowed to begin implementing recommended conservation practices.
- UGSL-48% of those surveyed adopted recommended rainwater irrigation, while 100% indicated that they did increase their knowledge of water conservation and irrigation practices as a result of UGSL's workshops and demonstrations.

V(A). Planned Program (Summary)

Program # 10

1. Name of the Planned Program

Financial Literacy Across the Lifespan

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	5%	5%		
607	Consumer Economics	5%	5%		
801	Individual and Family Resource Management	85%	85%		
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%	5%		
Total		100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	8.2	5.3	0.0	0.0
Actual Volunteer	0.0	11.0	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
61370	214724	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
155026	214724	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
663445	286299	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 4 major SPI focuses. These are:

SPI 404 UANNP-A- Promoting Readiness for Employment Possibilities outreach educators used an ACES designed 4 module job training toolkit (PREP) to improve job search skills of program participants.

SPI 404 UANNP-B- Family Advocacy through Caring Engagement Strategies (FACES) engaged urban families in group and individual presentations, family day celebrations, family mealtime interactions and the FACES financial focused curriculum module - "Money and Me" - to enhance money management skills.

SPI 404 UANNP-C- Smart Home Buying and Foreclosure Prevention provided first time and potential home buyers with multiple learning activities to reinforce principles of money management, credit, loans and foreclosure prevention. Lectures, workbook exercises and take-home references were used.

SPI 404 FCS-A-Retirement Planning provided information and tools individuals to make a smooth transition into retirement both financially and socially. The "Retirement Ready" curriculum was used to guide participants in formulating realistic retirement goals. Instruction addressed goal-setting, assessing financial needs, saving and investing and selecting a financial advisor.

SPI 404 FCS-B Financial Education for Youth engaged secondary and post-secondary students in money management, career development and entrepreneurship educational activities. Topics addressed included budgeting, saving, career choices and small business development. Methods included seminars, simulation, exhibits, career fairs and projects.

SPI 404 FCS-C Small Business Startup focused on choosing a business concept, business planning, financing and marketing. Teaching methods included lectures, written exercises and crafts.

Alabama's Cooperative Extension Agents and Specialists for the Financial Literacy Across the Lifespan in the Urban Affairs and New Nontraditional Programs (UANNP) Unit planned and implemented 23 workshops, 3 seminars, 4 family day/family meal time celebrations, 2 student laboratories and 2 help sessions. Within this planned program area, focus was on family strengths and employment readiness. Specific content areas included communication, conflict resolution, money management, stress management, resume writing, professional dress and behavior, interview skills, and job applications. A variety of educational activities such as role play, simulations, demonstrations, etc. were included in each project.

Staff affiliated with the traditional Extension program conducted 201 financial literacy sessions for adults and 129 for youth; including seminars, workshops, exhibits, career fairs, simulations. Subject matter focused on basic money management, retirement planning, estate planning, saving, entrepreneurship and career development. Counseling sessions focused on tax preparation and entrepreneurship.

2. Brief description of the target audience

The primary target audience was the general public (individuals and families throughout the state of Alabama). Urban Affairs and New Nontraditional Programs outreach focused on audiences dwelling in densely populated metro regions targeting underserved limited resource families and individuals.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	4459	58427	21610	0

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

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Strategic Program Initiative (SPI) which are described/explained in the prior "outcome activities and methods sections." The success of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual programs within the SPIs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2012	3

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed. What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it was a series of events, or an on-going program, when it began. Where: Specific location - the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success." The basic question to be answered in this part is "what difference did this program make." The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. In addition to quantitative data, qualitative measurement like client comments or another type of testimonial about the program may be included. The impacts for this program area are measured by use of pre, post and delayed post assessments. Additionally, the number and quality of the success stories generated by the individuals who work on these projects are also used.
3	The number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.

Outcome #1

1. Outcome Measures

Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	707

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The state of the economy is a direct indicator of the financial state of individuals, families and communities. Recent shifts in our nation's economy have caused Alabamians to take a closer look at financial resources and information to improve their knowledge, understanding and response to financial challenges and opportunities. The overall unemployment rate for the state has been consistently high. Natural and man-made disasters have escalated financial situations for families in a number of Alabama regions. And, economic well-being was severely impacted when the mortgage foreclosure crisis hit. Financial well-being is a continuous concern across the lifespan. It is becoming increasingly important as we look at a growing aging population and a future generation of your adults facing unprecedented health challenges and associated costs.

What has been done

The PREP program was designed in 2011 as an ACES strategic program initiative (SPI) to provide unemployed and underemployed individuals with the knowledge and skills necessary to achieve employment success. The PREP program focuses on four major competencies: 1) completing job applications, 2) resume building, 3) interviewing skills, and 4) dressing for the interview. The Money Management for Adults project developed budgeting, credit/debt management, identity theft, recordkeeping, job search and business plan development competencies. The Shrimp TAA project provided business development classes for 247 shrimp producers impacted by the Gulf oil spill.

Results

Of the 837 individuals completing the PREP program training series, only 36% (n=301) knew how to complete a job application before the training, and after the training 92% (n=770) indicated that

they knew how to correctly complete a job application. Before participating in the training, only 15% (n=125) of the participants had an adequate resume developed, yet after the training more than 58% (n=486) of them had a current and adequate resume.

After attending the training, 71 participants got employed. Money Management for Adults participants showed pre- and post- increases in use of a budget (8%; n=67), saving (32%;n=268), setting long-term and short-term goals (11%; n=92) and tracking spending (16%; n=134). Fifty-six Gulf Coast shrimp producers created business and personal plans, received approval and completed the Trade Adjustment Assistance program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed. What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it was a series of events, or an on-going program, when it began. Where: Specific location - the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success." The basic question to be answered in this part is "what difference did this program make." The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. In addition to quantitative data, qualitative measurement like client comments or another type of testimonial about the program may be included. The impacts for this program area are measured by use of pre, post and delayed post assessments. Additionally, the number and quality of the success stories generated by the individuals who work on these projects are also used.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The state of the economy is a direct indicator of the financial state of individuals, families and communities. Recent shifts in our nation's economy have caused Alabamians to take a closer look at financial resources and information to improve their knowledge, understanding and response to financial challenges and opportunities. The overall unemployment rate for the state has been consistently high. Natural and man-made disasters have escalated financial situations for families in a number of Alabama regions. And, economic well-being was severely impacted when the mortgage foreclosure crisis hit. Financial well-being is a continuous concern across the lifespan. It is becoming increasingly important as we look at a growing aging population and a future generation of your adults facing unprecedented health challenges and associated costs.

What has been done

The Family Advocacy through Caring Engagement Strategies (FACES) program was designed in 2012 as an ACES strategic program initiative (SPI) to equip individuals with the essential skills needed to help strengthen families with greater care and deliberateness. The FACES program focuses on: 1)communication skills, 2) resolving conflicts, 3)managing stress, and 4)managing money.

Results

175 Participants' knowledge of communication, conflict resolution, stress management, and money management within family relationships increased significantly after participating in FACES activities ($t = -5.91, p = .00$; $t = -4.35, p = .00$; $t = -4.33, p = .00$; $t = -4.35, p = .00$, respectively).

After participating in FACES activities, 175 participants' anticipated behavior relative to communication, conflict resolution, stress management and money management within their family differed significantly from their current behavior ($t = -7.70, p = .00$; $t = -2.35, p = .02$; $t = -8.39, p = .00$; and $t = -2.35, p = .02$).

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #3

1. Outcome Measures

The number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	63

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Financial security for many Alabamians is threatened by high debt, credit abuse, poor investments and negligible preparation for later years. The state profile reflects a high unbanked population and high levels of single parent households. The state remains at the bottom 10 for average incomes by state. These factors contribute to financial challenges that leave families and individuals with questions about how to manage available resources to meet needs. When families rely on credit cards to make ends meet, this can accelerate the problem and lead to indebtedness and poor credit. The average credit card debt for households using credit cards in 2012 was near \$16,000.

What has been done

Several financial literacy programs were offered in 2012 by ACES with common indicators aimed at increasing consumer's ability to manage finances, practice saving, manage credit and secure assets. Alabama continued to expand Extension's reach to serve metropolitan regions. New and underserved audiences received job search training, financial management outreach, and smart home buying and foreclosure prevention services through certified Urban Regional Extension Agents.

Results

Outcomes for the Smart Home Buying and Foreclosure Prevention Program showed 63 participants completing the Realizing the American Dream curriculum with the following outcomes: 46% (n=29) reviewed their credit, 68% (n=43) increased savings, and 81% completed one or more of the program's action items (budgeting, creating a home buying plan, creating a savings plan or credit mitigation plan).

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management
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
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Programs in Financial Literacy Across the Lifespan are largely affected by all of the areas checked above.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Financial Literacy Across the Lifespan includes many different activities and program focuses. Each has its own specific evaluation methods. Program evaluation results include: improved job search skills, increased job search success, enhanced resource management skills, increased savings, improved credit management, improved knowledge and behavior towards money management, and improved financial security. Gulf Coast shrimp producers created business and personal plans, received approval and completed the TAA Shrimp project.

Key Items of Evaluation

71 of the 837 participants in the PREP job readiness program found employment to increase family income. Statistically, participants (175) in the FACES "Money and Me" program had significantly more positive behavior towards money management subsequent to training. Of the 837 individuals completing the PREP program training series, only 36% (n=301) knew how to complete a job application before the training, and after the training 92% (n=770) indicated that they knew how to correctly complete a job application. Before participating in the training, only 15% (n=125) of the participants had an adequate resume developed, yet after the training more than 58% (n=486) of them had a current and adequate resume.

After attending the training, 71 participants got employed. Money Management for Adults

participants showed pre- and post- increases in use of a budget (8%; n=67), saving (32%;n=268), setting long-term and short-term goals (11%; n=92) and tracking spending (16%; n=134). Fifty-six Gulf Coast shrimp producers created business and personal plans, received approval and completed the Trade Adjustment Assistance program.

175 Participants' knowledge of communication, conflict resolution, stress management, and money management within family relationships increased significantly after participating in FACES activities ($t = -5.91, p = .00$; $t = -4.35, p = .00$; $t = -4.33, p = .00$; $t = -4.35, p = .00$, respectively).

After participating in FACES activities, 175 participants' anticipated behavior relative to communication, conflict resolution, stress management and money management within their family differed significantly from their current behavior ($t = -7.70, p = .00$; $t = -2.35, p = .02$; $t = -8.39, p = .00$; and $t = -2.35, p = .02$).

81% of 63 Smart Home Buying program participants completed at least one program action item including: establishing a budget, creating a home buying plan, or creating a savings or credit mitigation plan. Outcomes for the Smart Home Buying and Foreclosure Prevention Program showed 63 participants completing the Realizing the American Dream curriculum with the following outcomes: 46% (n=29) reviewed their credit, 68% (n=43) increased savings, and 81% completed one or more of the program's action items (budgeting, creating a home buying plan, creating a savings plan or credit mitigation plan).

56 Gulf Coast shrimp producers created business and personal plans, received approval and completed the TAA Shrimp project as a result of the one-on-one counseling provided. 247 shrimp producers received 12-hours of business development training.

V(A). Planned Program (Summary)

Program # 11

1. Name of the Planned Program

Human Nutrition, Diet and Health

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
701	Nutrient Composition of Food	40%	20%		
703	Nutrition Education and Behavior	50%	40%		
724	Healthy Lifestyle	5%	30%		
903	Communication, Education, and Information Delivery	5%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890

Actual Paid Professional	72.2	16.9	0.0	0.0
Actual Volunteer	0.0	3.0	0.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
537876	679714	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1358726	679714	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
9841148	1653768	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Alabama youth ages 9 - 18 across Alabama participate in the 4-H Junior Master Gardener (JMG) program/curriculum and hands on learning in classrooms, community gardens, outdoor classrooms, and other activities.
- Alabama youth participate in Volley Vitals and Vittles, Jumping for Health, Frisbee Food and Fun, the Just Move Card Deck, and the Just Move Activity Pyramid in day camps, in-school enrichment, after-school, YMCA, Boys & Girls Clubs, and 4-H Clubs.

SPI 401 Families United Through Nutrition (FUN) was designed to equip families with an action plan to achieve a healthy and activity lifestyle. FUN provides family-oriented interactive activities that reinforce healthy behaviors, promote physical fitness and motivate family members to work together to take control of their health. The focus areas of FUN are: general nutrition, food safety, physical activity and disease prevention.

2. Brief description of the target audience

- Youth and adult citizens of Alabama

SPI 401 Families United Through Nutrition (FUN): Targeted urban and nontraditional audiences including families with one or more children, the head of household a husband/ wife or a mother/grandmother. Participants included 7 Non-Hispanic Black families and 1 Non- Hispanic White family with fifteen adults and thirty five children.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	4654	75415	39300	670273

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total

Actual	0	0	0
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V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Junior Master Gardener (JMG) and Nutrition From the Garden; 4-H JMG Clubs, youth participating, minigrants. Just Move Alabama; in-school, camps, day camps, special events, boys and girls clubs, churches, and YMCA using Just Move resources.

Year	Actual
2012	0

Output #2

Output Measure

- JMG; Teacher Trainings, workshops, funshops, and open house type events.

Year	Actual
2012	0

Output #3

Output Measure

- 401 SPI Families United Through Nutrition (FUN: Evaluation instruments used: Pre and post tests, 24-Hour Food Recall, Family Profile and a Behavior Checklist. Each instrument were administered before and after intervention.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	JMG and Just Move Alabama; teachers will be trained and educational programming will be delivered to youth to increase physical activity and improve eating habits.
2	401 SPI Families United Through Nutrition (FUN: The goal of FUN is to empower families to improve their overall health and well-being through: 1) to increase family meal time together, one meal at least 3-days per week 2) to increase fruit and vegetables consumption by 4 servings per week 3)to increase the families physical activity by 90 minutes per week 4) to increase nutrition, food safety and chronic disease knowledge and skills. Evaluation instruments used: Pre and post tests, 24-Hour Food Recall, Family Profile and a Behavior Checklist. Each instrument were administered before and after intervention.

Outcome #1

1. Outcome Measures

JMG and Just Move Alabama; teachers will be trained and educational programming will be delivered to youth to increase physical activity and improve eating habits.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alabama society because of increased youth activity and better eating choices relation to decreased youth obesity and increases in healthy living indicators.

What has been done

JMG and Just Move Alabama increase physical activity and improving eating habits among youth; enrichment programming, school gardens, community gardens, partnerships with in-school physical education and partnership with Bonnie Plant Farms to fund 4-H JMG State Coordinator position (see evaluation section for data)

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
903	Communication, Education, and Information Delivery

Outcome #2

1. Outcome Measures

401 SPI Families United Through Nutrition (FUN: The goal of FUN is to empower families to improve their overall health and well-being through: 1) to increase family meal time together, one meal at least 3-days per week 2) to increase fruit and vegetables consumption by 4 servings per week 3) to increase the families physical activity by 90 minutes per week 4) to increase nutrition, food safety and chronic disease knowledge and skills. Evaluation instruments used: Pre and post tests, 24-Hour Food Recall, Family Profile and a Behavior Checklist. Each instrument were administered before and after intervention.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Increases in the prevalence of obesity and chronic diseases in youth are at epidemic levels. Obesity and early development of chronic diseases, especially in youth, are associated with diets high in calories, sugar, fats and salt/sodium. FUN seeks to help individuals and families become proactive in improving dietary habits, physical activity, and lifestyles. Health issues of the families participating in FUN indicated that 80% of the adults have a history of 2 or more chronic diseases: High blood pressure, Stroke, Heart disease, elevated cholesterol arthritis, diabetes and cancers. Only three adults had no health issues.

What has been done

The Urban Affairs and New Nontraditional Program Unit has designed and implemented FUN. UREAs (9) implemented this project throughout the state in each of the nine Urban Centers.

Results

One of FUN's the key evaluation instrument used was the Pre and Post- test based on the information taught in each session. Pre- tests were administered before any educational session were conducted and the post-test at the end of all sessions. Twenty four participants completed the instruments.

Data collected indicated that the 24 participants' average knowledge score of 55% increased to 89.5% after participating in the FUN program.

After participating in the FUN program, 60% (N=14) of the participants indicated that they exercised most of the time with their family members compared to only 27% (N=7) indicating such before starting the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
701	Nutrient Composition of Food
703	Nutrition Education and Behavior
724	Healthy Lifestyle

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

- 89.2% of 455 youth surveyed reported that because of JMG they understand how they can produce nutritious food for themselves and their community.
- 91.4% of 455 youth surveyed reported that because of JMG they know that fruits and vegetables contain important vitamins and minerals for healthy living.
- 88.1% of 455 youth surveyed reported that because of JMG they understand that snacks can be both tasty and healthy.
- 77.7 % of 881 youth surveyed reported that because of 4-H Just Move, they are more active every day.
- 76.5% of 881 youth surveyed reported that because of 4-H Just Move, they make healthy food choices.

SPI 401 Families United Through Nutrition (FUN)

- For the 24 participants, knowledge scores increased from 55% to 89.5% after participating in the FUN program.

- 60% (N=14) of the FUN participants exercised most of the time with their family members compared to only 27% (N=7) before starting the program.

Key Items of Evaluation

- 4-H programming helps youth understand the relationships between daily choices and their health and where food comes from and what food choices are more important to their wellbeing.
SPI 401 Families United Through Nutrition (FUN)
- Knowledge scores increased from 55% to 89.5% after participating in the FUN program.
- 60% (N=14) of the participants exercised most of the time with their family members compared to only 27% (N=7) before starting the program.

V(A). Planned Program (Summary)

Program # 12

1. Name of the Planned Program

Workforce Development

Reporting on this Program

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	55%	33%		
806	Youth Development	10%	33%		
903	Communication, Education, and Information Delivery	35%	34%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Actual Paid Professional	8.8	2.2	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
65045	87159	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
164809	87159	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
713657	116212	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Primary activities in this area were individualized community, county and regional workforce development programs conducted as part of 4 Strategic Program Initiatives (SPI402, SPI 402-ECDI-A, SPI 402-ECDI-B & SPI 402-4H-A), 2 statewide Extension Team Projects (ETP 304-UANNP-D & ETP 305-UANNP-E), 1 Special Funded Project (SFP 215-UANNP) and 1 Priority Program Areas (PPA 102-E).

Activities of individualized programs included:

- Connections & Partnerships
 - Classrooms to Careers - Created a workforce initiative for I-85 Corridor region focused on engaging region's education and business stakeholders and developing an outreach program for high school students.
 - Statewide Workforce Development Facilitation - facilitated a meeting between new Alabama Superintendent of Education and key members of Alabama's economic development community to discuss K-12 Education role in workforce development.
 - Partnered with 8 community organizations to conduct education planning and career planning programs
 - Facilitated several county-level "Connected Communities" forums to discuss opportunities and challenges related to Broadband technology.
- Education & Training
 - Sustainable Broadband Adoption - Administered \$1.2 million grant for "Connecting Alabama: Boosting Broadband to Bridge the Digital Divide" project, funded by US Department of Commerce (project period: October 2011 - September 2013). Partnered with Alabama Department of Economic & Community Affairs and Alabama Institute for Deaf and Blind. Developed nine training modules.
 - Virtual Entrepreneurship Center - Partnership of Alabama A&M U, Auburn U and Tuskegee U that developed on-line entrepreneurship resources to assist entrepreneurs and small businesses.
 - Youth 9-19 in 4-H Health Rocks programming - participants receive at least 8 hours of programming - engage in a minimum of one activity from each chapter of the curriculum and complete the program evaluation survey.
 - Conducted Career Countdown workshops throughout the state

2. Brief description of the target audience

The primary target audiences are current and future community leaders, decision makers, and local and state governmental officials and youth in communities across the state.

3. How was eXtension used?

The Workforce Development program of ACES used eXtension primarily through Virginia Morgan, Administrator III, Outreach Programs to assist Alabama citizens and communities in the ongoing rebuilding process that is a result of the devastating and deadly series of tornadoes that hit many communities in the previous spring.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	5354	39310	17226	126475

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

Patent Applications Submitted

Year: 2012

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area included numerous output activities both inside and outside the Extension Team Project (ETP) realm. The success of those projects and activities independent of ETPs was measured by levels of participation. Broadband training modules were developed and presented to more than 60 groups across the state. Ten modules were developed. Ultimately six modules will be presented in all 67 counties with a focus on rural areas and vulnerable populations. A regional Classroom to Careers? pilot project was developed that provided workforce training and experiences for high school students, and connects business and education stakeholders. Study circles, roundtable discussions, and/or deliberative forums focusing on education and workforce development were conducted. Target audience was county parents, students, workers, and other citizens and stakeholders. This program contains two ETPs as identified in Section IV(C), which are ETP 304-UANNP-D (Welcome to the Real World: Career Exploration & Ed Planning) and ETP 305-UANNP-E (Virtual Minority Business Development). The success of many of these outcomes were formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity. The number of ETPs for this program area that were formally evaluated using an evaluation instrument designed specifically for that activity are indicated below.

Year	Actual
2012	70

Output #2

Output Measure

- 4-H & Youth Development program delivery modes: schools, after-school, camps, special events and activities, boys and girls clubs, YMCA, churches, and other youth serving organizations.

Year	Actual
2012	0

Output #3

Output Measure

- The Career Countdown program served approximately 1350 young adults. Programs were conducted in the following counties: Madison, Morgan, Limestone, Jefferson, Montgomery, Macon, Hale, Houston, and Mobile and several others. Each UREA partnered with 17 local organizations in order to deliver the program.

Year	Actual
2012	17

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Outcomes from this program area included: a) Increased knowledge among citizens and stakeholders of the social and economic benefits and practical applications of broadband technology; b) New opportunities to connect business and education stakeholders (Workforce Region 8); c) Increased knowledge among young people about the negative impacts of early exit from high school, the rewards available through technical careers, and entrepreneurship opportunities, and d) Increased Extension capacity for meeting facilitation, public deliberation, and strategic planning.
2	Of the 1350 Career Countdown program participants: 83% strongly believed that the program was interesting, 88% strongly believed that the information was useful, 84% strongly believed that the activities were helpful, and 79% strongly believed that their involvement would have an impact on their future. Of the program participants 78% were unable to successfully complete the simulation. These individuals for a variety of reasons (budgeting, career choices, purchasing decisions, etc) experienced economic deterioration during the simulation. Of those who experienced economic deterioration 61% of them were able to identify the cause and prescribe solutions to their specific problem. The initial extension team project set as a outcome significant improvement in each area where a learning objective was set. Of the program participants who responded to the surveys: 78.5% learned how to research careers, 51% learned to balance a checkbook , 69% learned about opening a savings account, 57.8% learned to keep track of funds in a savings account, and 71% learned to balance income and expenses. Of the program participants who responded to the post survey: 34% created an education plan, 37% created a career plan, 29% reported improvement in school, and 35.6% reported improvement in academic performance.

Outcome #1

1. Outcome Measures

Outcomes from this program area included: a) Increased knowledge among citizens and stakeholders of the social and economic benefits and practical applications of broadband technology; b) New opportunities to connect business and education stakeholders (Workforce Region 8); c) Increased knowledge among young people about the negative impacts of early exit from high school, the rewards available through technical careers, and entrepreneurship opportunities, and d) Increased Extension capacity for meeting facilitation, public deliberation, and strategic planning.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	95

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alabama business leaders identify workforce development as the state's number one economic development issue. As technological advances and global competition increase the pace of change for today's businesses, a knowledgeable, skilled, and adaptable workforce has never been a more valuable asset, or a greater necessity for economic survival. A particular focus of this initiative is to provide training in the use of broadband communication technologies, both to bolster needed workforce capacity and to support entrepreneurial enterprises, as well as to create new community connections to foster a shared vision for workforce and economic development. Maintaining skills in the use of communications technology is a requisite for most New Economy jobs. Unfortunately, there is a deficit in these skills within many rural communities.

What has been done

Ten broadband training modules have been developed: Introduction to Broadband 101, eCommerce, eHome, eCommunity, eWorkforce, eLearning, eHealth, eGovernment, and eGlobal, and Website Basics: A Primer for Hispanic Small Businesses. These modules have been conducted in over 60 counties across the state. Classroom to Careers workforce training has been conducted in Lee, Chambers, Macon, Bullock, and Russell counties. Deliberative forums have been held in five counties on community specific topics.

Results

Over 2000 residents and community leaders in more than 60 counties across the state have been educated and trained about the social and economic benefits and applications of broadband

technology. By the end of next year 6 training modules will have been conducted in each of Alabama's 67 counties. Connected Community Broadband Adoption Forums will also be conducted in all counties to establish connections among representatives from: government, public safety services, citizens, health providers, youth groups, education, businesses, parents, nonprofits, economic developers, telephone and cable companies, electrical utilities, and Internet service providers. Over 300 high school students have been challenged to remain in high school and educated as to the results of early exit from high school.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
806	Youth Development
903	Communication, Education, and Information Delivery

Outcome #2

1. Outcome Measures

Of the 1350 Career Countdown program participants: 83% strongly believed that the program was interesting, 88% strongly believed that the information was useful, 84% strongly believed that the activities were helpful, and 79% strongly believed that their involvement would have an impact on their future. Of the program participants 78% were unable to successfully complete the simulation. These individuals for a variety of reasons (budgeting, career choices, purchasing decisions, etc) experienced economic deterioration during the simulation. Of those who experienced economic deterioration 61% of them were able to identify the cause and prescribe solutions to their specific problem. The initial extension team project set as a outcome significant improvement in each area where a learning objective was set. Of the program participants who responded to the surveys: 78.5% learned how to research careers, 51% learned to balance a checkbook , 69% learned about opening a savings account, 57% learned to keep track of funds in a savings account, and 71% learned to balance income and expenses. Of the program participants who responded to the post survey: 34% created an education plan, 37% created a career plan, 29% reported improvement in school, and 35.6% reported improvement in academic performance.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	17

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
806	Youth Development
903	Communication, Education, and Information Delivery

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Damage from strong tornadoes and storms in the spring of 2011 coupled with the poor national and state economies were the two largest external factors that had an impact on outcomes. Many communities across Alabama were devastated by a series of deadly tornadoes that spring and several communities were totally destroyed. For portions of the state this has had long lasting results as rebuilding is still continuing. The economy resulted in less than expected state and federal revenues which resulted in appropriation changes. The "Connecting Alabama: Boosting Broadband to Bridge the Digital Divide" project is funded through the Alabama Department of Economic & Community Affairs and they have had several internal policy and personal changes, which has slowed the project.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Workforce Development included a number of different activities and projects. Each of these has its own specific evaluation methods. These include: Course-specific evaluation of Broadband training courses with later follow-up survey of participants using Survey Monkey to assess impact of course on knowledge and behavior - this three-year project will not be completed until fall 2013; Survey of students and teachers involved in youth workforce/entrepreneurship programs; Externally administered pre- and post- broadband awareness and application surveys among target populations; Number of Region 8 meetings between education and business stakeholders; Use Survey Monkey to survey of Extension educators to assess success in establishing Workforce Alliances and deliberative practices; after 3-5 years, survey county Alliance members to determine impact of Alliance on county workforce issues and relationships.

Over 2000 residents and community leaders in more than 60 counties across the state

have been educated and trained about the social and economic benefits and applications of broadband technology. By the end of next year 6 training modules will have been conducted in each of Alabama's 67 counties. Connected Community Broadband Adoption Forums will also be conducted in all counties to establish connections among representatives from: government, public safety services, citizens, health providers, youth groups, education, businesses, parents, nonprofits, economic developers, telephone and cable companies, electrical utilities, and Internet service providers. Over 300 high school students have been challenged to remain in high school and educated as to the results of early exit from high school.

Key Items of Evaluation

The initial extension team project set as a goal significant improvement in each area where a learning objective was set for Career Countdown. Of the program participants who responded to the surveys: 78.5% learned how to research careers, 51% learned to balance a checkbook, 69% learned about opening a savings account, 57.8% learned to keep track of funds in a savings account, and 71% learned to balance income and expenses.

Of the program participants who responded to the post survey: 34% created an education plan, 37% created a career plan, 29% reported improvement in school, and 35.6% reported improvement in academic performance.

V(A). Planned Program (Summary)

Program # 13

1. Name of the Planned Program

Forestry, Wildlife, and Natural Resources

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	14.0	3.5	0.0	0.0
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

The primary activities in this area are 3 statewide Extension Team Projects. These are: 1) ETP18A - Saving Towns Through Asset Revitalization (STAR) - U&NNTP: Organization of nontraditional greenspace and human dimension approaches in diverse settings targeting intergenerational audiences; 2) ETP18B - Wildlife Management - 2 broadcategories: wildlife enhancement (e.g., food plots for deer, birdhouses for bluebirds) and wildlife damage management (e.g., squirrels in the attic, beaver flooding timber, feral pigs destroying crops; and 3) ETP18F - Urban and Community Forestry - This ETP will reach out to Alabama communities and citizens interested in developing and/or strengthening an organized approach to city tree management through educational programs, including tours, seminars, workshops and trainings in urban forestry. It targets diverse audiences of professionals, laymen, volunteers and youth, as well as encourages participation in the Tree City, USA program, Arbor Day Contests and observances, Tree & Beautification Board Academy, and other continuing education and professional development offerings. Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The clientele is extremely diverse for this ppt. The clientele range from those experiencing damage to their property to deer hunters, from urban tree husbandry to commercial forestry operations, nontraditional programming to address urban issues to traditional extension programming related to managing fish ponds and more.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- The goal of S.T.A.R. is to promote nature-based opportunities for intergenerational families in urban and community forest settings through outreach efforts with a variety of collaborators and partners. Through the provision of knowledge on the human dimensions of greenspace development, audiences will gain information that will allow them to become more environmentally aware citizens and will enhance their capacity to support organizations and community services that reconnect people to built and natural outdoor forestry and wildlife resources. The following toolkit programs will be used to achieve a greater synergy between curative effects of the social forest on the emotional, economic, psychological, spiritual and social well-being of Alabama residents in nine target counties: * Using GPS & STAR Geocaching to Promote Physical Activity and Tree Education * Building Exposure to Nature with Intergenerational Families through Traditional Street Games * Faith Gardens: A Green Pathway to Community Revitalization * Promoting Songbird Recovery Project in Under-served Neighborhoods * Honey Bee Preservation in the Urban Forest * Monitoring Impact of Human Activity on the Greater Mobile Bay * Portable SOD Toolkit: Environmental Education for Congested Urban Settings * Tree City USA: Strengthening Economic Development Efforts in Depressed Communities

Year	Actual
2012	0

Output #2

Output Measure

- When Babe Turns to Beast: These workshops are designed to help farmers and landowners manage wild pigs. These feral pigs threaten crops and the ecological balance of Alabama forestland. In Alabama, wild pigs were once limited only to the southwest region of the state; however, they have expanded into virtually all of Alabama's 67 counties. ACES has planned, coordinated, and conducted workshops on feral pig management statewide. The first workshop was in what is considered ground zero--southwest Alabama. The workshop attracted some 50 participants, including farmers. Workshops are planned for next year. These new workshops are designed to show farmers and landowners the best ways to reduce pig numbers.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	A major outcome will be the increase in active, viable county forestry and wildlife committees.
2	Desired outcomes are improved knowledge in the human dimensions of green space development among intergenerational families, enhanced neighborhood participation in urban forestry activities, increased use of environmental stewardship practices and greater engagement with the urban forest as a recreational asset, health and wellness resource and a source of emotional and physical well-being. Knowledge Gained - 90% gain in knowledge of human dimensions of green space development and the importance of the urban forest in post-survey results from workshop/training programs in one or more of the 8 toolkit areas. Change in Behavior - 25% change in behaviors based on application of knowledge gained from S.T.A.R. workshops and training programs in one or more of the 8 toolkit areas. Change in Culture - 15% change in organizational and community functions based on one or more of the toolkit areas.

Outcome #1

1. Outcome Measures

A major outcome will be the increase in active, viable county forestry and wildlife committees.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Desired outcomes are improved knowledge in the human dimensions of green space development among intergenerational families, enhanced neighborhood participation in urban forestry activities, increased use of environmental stewardship practices and greater engagement with the urban forest as a recreational asset, health and wellness resource and a source of emotional and physical well-being. Knowledge Gained - 90% gain in knowledge of human dimensions of green space

development and the importance of the urban forest in post-survey results from workshop/training programs in one or more of the 8 toolkit areas. Change in Behavior - 25% change in behaviors based on application of knowledge gained from S.T.A.R. workshops and training programs in one or more of the 8 toolkit areas. Change in Culture - 15% change in organizational and community functions based on one or more of the toolkit areas.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 14

1. Name of the Planned Program

Home Grounds, Gardening, and Home Pests

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	20%	0%		
111	Conservation and Efficient Use of Water	20%	0%		
205	Plant Management Systems	40%	0%		
216	Integrated Pest Management Systems	20%	0%		
	Total	100%	0%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	24.0	3.0	0.0	0.0
Actual Paid Professional	0.0	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
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Alabama Smart Yards (ASY) The purpose of the program is to provide current, research-based instruction in home yard and garden topics through subject-matter workshops. The objective is to provide in-depth instruction related to best management practices in residential landscapes; techniques that affect/protect both gardening success and surrounding environments. We educate the consumer to better understand the resources they use and the potential impacts of gardening activities.

Master Gardener Program (MG) This program is designed to recruit, train & retain volunteer leaders who assist county offices of the ACES in disseminating knowledge and information relative to landscaping and gardening applicable to their area of Alabama. The service of Master Gardener volunteers directly benefits their communities by providing leadership and involving others in beautification projects, environmental stewardship projects, community gardens, other horticulture-related projects, and horticulture-related educational programs.

The Urban Horticulture Initiatives (UHI) program will provide horticulture job training, horticulture therapy activities and educational programs to increase student grades, graduation rates, number of participants getting jobs, tourism, health and well-being, and decrease recidivism.

Improve property values and community development by providing horticulture activities for environmental horticulture education.

The New Nontraditional Horticulture Enterprises (NNHE) program will provide training for small scale producers interested in alternative, nontraditional crops or markets. The objective is to increase the income of small scale, specialized producers by diversifying crops, using rainwater collection, demonstrating high tunnels, and adopting alternative markets. Education, training, publications, websites, field days for producers interested in alternative small-scale production.

Education and demonstrations about rainwater collection and use for small-scale crop irrigation.

2. Brief description of the target audience

- a. MG - The program is specifically designed to train community volunteers who will disseminate research-based information. Master Gardeners are essential to the mission of the ACES
- b. ASY - the target audience is non-commercial gardeners
- c. UHI - the target audience will primarily be directed toward troubled youth and adults, elderly (nursing homes), and homeowners.
- d. NNHE - the target audience is small scale and/or limited-resource farmers.
- e. RWC - the target audience is Agents and extension trainers.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012
 Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- MG = 8. 1) Increase public awareness of resource management related to home gardens, grounds and pests for 5000 Helpline clients. 2) 500 new volunteers for the ACES (sign the MOA, complete training, report minimum of 50 volunteer hours); 3) 20 volunteer training classes; 4) Maintain 14 MG offices to support state-wide Helpline; 5) Maintain web based resources for volunteer records (service hours and Helpline call data); 6) Volunteers conduct surveys of Helpline clients; 7) Maintain 1,300 partnerships with Certified MG's; 8) Encourage 140,000 volunteer service hours with the ACES and in local communities ASY = 6. 1) 50 Public workshops and demonstrations; 2) 5,000 workshop participants; 3) 6 Master Gardener volunteer trainings in subjects related to Smart Yards (water management, sustainable practices, IPM); 4) Media stories for increased public awareness; 5) Printed materials for participants; 6) Evaluate workshops & trainings with a pre/post tests

Year	Actual
2012	0

Output #2

Output Measure

- Volunteer hours for urban and new nontraditional horticulture programs

Year	Actual
2012	0

Output #3

Output Measure

- \$ Value of volunteer time in urban and new nontraditional horticulture programs.

Year	Actual
2012	0

Output #4

Output Measure

- \$ Value of grants funded for rainwater collection, shiitake production, horticulture therapy, IPM

Year	Actual
2012	0

Output #5

Output Measure

- Meetings and workshops held about community gardening, ornamental gardening, environmental landscaping, rainwater collection, beekeeping farmers' markets, shiitake mushrooms, and high tunnels.

Year	Actual
2012	0

Output #6

Output Measure

- Attendance by clientele at small fruit, shiitake mushroom, rainwater collection, farmers' market, beekeeping, high tunnel, community gardening and other educational meetings.

Year	Actual
2012	0

Output #7

Output Measure

- Donations received for farmers' market and rainwater collection workshops.

Year	Actual
2012	0

Output #8

Output Measure

- Income generated from plant sales that sustain horticulture therapy programs.

Year	Actual
2012	0

Output #9

Output Measure

- Number of beekeeping, shiitake mushroom, rainwater collection demonstrations. Output Measure

Year	Actual
2012	0

Output #10

Output Measure

- Number of success stories written on urban and new nontraditional horticulture programs.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	knowledge gain for MG Intern pre/post tests
2	volunteer support for local ACES programs from Certified MG's
3	volunteers change a resource management habit or start a new management technique in their home landscape
4	knowledge gain for ASY wksp/demo participants
5	knowledge gain for ASY trainers
6	knowledge gain for all Urban program participants
7	adoption of rainwater collection system for non commercial garden
8	gallons of community water saved
9	Perceived value of horticulture therapy programs
10	new jobs for troubled youth
11	intermediate behavior change improvement in UHI youth, %/each
12	long term behavior change and adoption of water conservation methods by homeowners, %/each
13	% increase in activity levels of urban horticulture therapy participants
14	expand crop diversity for producers selling at Moulton and Guntersville markets (NNHE program, #crops/each/40
15	Acres of rainwater irrigated fruit and vegetables
16	increase sales and profits of fruit and vegetable growers at the Guntersville and Moulton farmers' markets, \$/yr
17	High Tunnels used extend fruit and vegetable market season resulted in profit increase, \$

18	Number of registered honeybee colonies in Birmingham metro, Morgan, and Lawrence Counties
19	Number of beekeepers added
20	Acres of fruit and vegetables pollinated by Alabama beekeepers.
21	Honey production by beekeeper demonstrators, Total pounds
22	Income generated from fruit, vegetable, rainwater, high tunnel demonstrators
23	increase the production of fruit, vegetable, mushroom, high tunnel crops irrigated with rainwater catchment (long range by 2014), \$
24	gallons of water collected (saved) and used on crops
25	Rainwater and raingarden workshops conducted
26	citizen adoption rate of rainwater collection systems (%)

Outcome #1

1. Outcome Measures

knowledge gain for MG Intern pre/post tests

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
{No Data Entered}

What has been done
{No Data Entered}

Results
{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #2

1. Outcome Measures

volunteer support for local ACES programs from Certified MG's

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
{No Data Entered}

What has been done
{No Data Entered}

Results
{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #3

1. Outcome Measures

volunteers change a resource management habit or start a new management technique in their home landscape

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems

216 Integrated Pest Management Systems

Outcome #4

1. Outcome Measures

knowledge gain for ASY wksp/demo participants

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #5

1. Outcome Measures

knowledge gain for ASY trainers

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #6

1. Outcome Measures

knowledge gain for all Urban program participants

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #7

1. Outcome Measures

adoption of rainwater collection system for non commercial garden

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water

Outcome #8

1. Outcome Measures

gallons of community water saved

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water

Outcome #9

1. Outcome Measures

Perceived value of horticulture therapy programs

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
------	--------

2012 0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #10

1. Outcome Measures

new jobs for troubled youth

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #11

1. Outcome Measures

intermediate behavior change improvement in UHI youth, %/each

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #12

1. Outcome Measures

long term behavior change and adoption of water conservation methods by homeowners, %/each

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water

Outcome #13

1. Outcome Measures

% increase in activity levels of urban horticulture therapy participants

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #14

1. Outcome Measures

expand crop diversity for producers selling at Moulton and Guntersville markets (NNHE program, #crops/each/40

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #15

1. Outcome Measures

Acres of rainwater irrigated fruit and vegetables

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #16

1. Outcome Measures

increase sales and profits of fruit and vegetable growers at the Guntersville and Moulton farmers' markets, \$/yr

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #17

1. Outcome Measures

High Tunnels used extend fruit and vegetable market season resulted in profit increase, \$

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
{No Data Entered}

What has been done
{No Data Entered}

Results
{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #18

1. Outcome Measures

Number of registered honeybee colonies in Birmingham metro, Morgan, and Lawrence Counties

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #19

1. Outcome Measures

Number of beekeepers added

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
205	Plant Management Systems

Outcome #20

1. Outcome Measures

Acres of fruit and vegetables pollinated by Alabama beekeepers.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #21

1. Outcome Measures

Honey production by beekeeper demonstrators, Total pounds

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #22

1. Outcome Measures

Income generated from fruit, vegetable, rainwater, high tunnel demonstrators

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #23

1. Outcome Measures

increase the production of fruit, vegetable, mushroom, high tunnel crops irrigated with rainwater catchment (long range by 2014), \$

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
{No Data Entered}

What has been done
{No Data Entered}

Results
{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #24

1. Outcome Measures

gallons of water collected (saved) and used on crops

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
{No Data Entered}

What has been done
{No Data Entered}

Results
{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #25

1. Outcome Measures

Rainwater and raingarden workshops conducted

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water
205	Plant Management Systems

Outcome #26

1. Outcome Measures

citizen adoption rate of rainwater collection systems (%)

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
111	Conservation and Efficient Use of Water
205	Plant Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 15

1. Name of the Planned Program

4-H and Youth Development

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	68.0	5.5	0.0	0.0
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

Activities planned for Alabama 4-H Youth Development:

4-H Volunteerism: Volunteers are vital to thousands of nonprofits and governmental agencies nationwide. As demands on organizations such as Extension have increased and the financial resources available to them have declined, the use of and resources provided to volunteers has become even more critical. Volunteerism through 4-H includes management, recruiting, training, supporting, evaluating, rewarding, retaining, and utilizing volunteers to reach a more diverse youth population with greater programmatic variety and social impact. Volunteerism and youth and adult partnerships foster a sense of BELONGING, one of the key essential elements of youth development. Volunteers provide caring relationships with youth as they learn to set goals, develop critical thinking skills, learn to communicate in a complex world and provide many opportunities for self efficacy. Successes will be measured by volunteer contacts, hours served, clubs chartered, qualitative and quantitative measures such as surveys and focus groups of both youth and adult participants.

4-H Science Explorations: To help youth improve literacy, knowledge, skills, and abilities in the sciences and technological applications:

Science & Technology – Improves understanding of and appreciation for science and technology and the capacity and ability to utilize related knowledge and skills. Resource Kits and "Challenges" allow youth to learn subject matter and showcase knowledge and skills.

Natural Resources & Environment – Offers various learning experiences in the areas of land and water management, outdoor recreation, and the urban environment. Youth critically examine information and make decisions by exploring their options, setting goals, and working together.

Biological Sciences – Includes **animal sciences**, providing opportunities for youth to develop leadership and life skills through learning about and caring for animals, animal health, behavior, nutrition, reproduction, breeds, and uses. It also includes **Plant & Soil Sciences**, which engages youth in study of plant growth, nutrients, water and soil in plant growth, and the importance of plants to society.

4-H Healthy Lifestyles: 4-H is committed to the physical, mental and emotional health of youth and is a leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety. Four-H activities increase youth knowledge and/or cause action in: healthy lifestyle practices, valuing healthy relationships, improving mental health and managing stress, valuing service and effective consumer practices, adopting risk reducing behaviors to prevent substance abuse, adopting behaviors to maintain personal health, reduce childhood obesity, and safety and developing appropriate strategies to resolve conflict. The ultimate goal is an increased number of youth that are at a lower risk of serious disease and illnesses - physical/mental/emotional - leading to a reduction in medical costs and greater economic productivity. Programming at the local, regional, and state level through 4-H projects, clubs, school enrichment and other special events and activities supports anticipated outcomes. Success will be measured by qualitative and quantitative measures.

4-H Citizenship & Leadership: Youth gangs and guerilla movements recognize the capabilities of young people for leadership and sacrificial service. Citizenship must provide equally challenging, but constructive, opportunities to engage and extend youth capabilities in partnership with adults. Specific issues identified by local advisory councils to be addressed include: lack of communication between adults & youth, lack of opportunities for youth to lead, youth's lack of goals, citizen apathy, loss of work ethic, and insufficient parental involvement. 4-H has a long history of community service (club projects, conference activity, and contest requirements), youth experiences in governance and leadership (club officers, county/regional/state councils, national conference) and youth-adult partnerships (pervasive throughout the 4-H program). Extending these opportunities to more youth is critical. Programming at the local, regional, and state level through 4-H projects, clubs, school enrichment and other special events and activities supports anticipated outcomes. Success will be measured by qualitative and quantitative measures.

4-H Communication and Expressive Arts: The arts are widely recognized as a means of providing not only self expression and emotional well-being, but also as an aid to academic, economic, and personal success. Through this project, youth and adult advisors will be introduced to music, theater, public speaking, and/or the visual arts, with appropriate opportunities to build and demonstrate their artistic

growth. Programming at the local, regional, and state level through 4-H project, club, school enrichment and special events and activities supports anticipated outcomes. Success will be measured by qualitative and quantitative measures.

Youth Leadership and Community Service Learning is an educational program established to provide a framework for youth to learn and demonstrate leaderskills through the organization and implementation of community service projects.

Teen Making Impact is an informational and life skill building program that prepare teens with information that support the development of skills for making sound career decisions, engaging in effective communication, pursuing of healthier lifestyles, and understanding of issues that contribute to productive citizenship.

Volunteer In Urban Programs is designed to recruit, enroll and train volunteers for programming targeting urban audiences.

2. Brief description of the target audience

The primary target audience is youth from age 5 through 18 years old and adult volunteer leaders who work with these youth.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	1	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Recruit, screen, orient, train, and support volunteers; number of volunteers in Alabama 4-H, direct and indirect

Year	Actual
2012	0

Output #2

Output Measure

- Club and group organization, management, and reporting, number of clubs in Alabama

Year	Actual
2012	0

Output #3

Output Measure

- After School 4-H; number of after school clubs.

Year	Actual
2012	0

Output #4

Output Measure

- Enrichment programs; number reported by REAs in 2010.

Year	Actual
2012	0

Output #5

Output Measure

- Operation Military Kids and Military Clubs

Year	Actual
2012	0

Output #6

Output Measure

- Technology Support and Development (people hours of distance education and training per year)

Year	Actual
2012	0

Output #7

Output Measure

- Grant Development (percent of prorata budget)

Year	Actual
2012	0

Output #8

Output Measure

- Marketing and Public Relations (media counts, presentations, enews, and newsletters)

Year	Actual
2012	0

Output #9

Output Measure

- 4-H Camping and Environmental Education

Year	Actual
2012	0

Output #10

Output Measure

- Staff professional development; number of sessions, everyone ready, scopia, and PPT.

Year	Actual
2012	0

Output #11

Output Measure

- Positive Youth Development Knowledge and Research (articles, curriculum development, teaching kits)

Year	Actual
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2012 0

Output #12

Output Measure

- Leadership and community service programs/institutes

Year	Actual
2012	0

Output #13

Output Measure

- Teens Making Impact Annual Statewide Conference

Year	Actual
2012	0

Output #14

Output Measure

- Volunteers In Urban Programs' Annual Statewide Recognition

Year	Actual
2012	0

Output #15

Output Measure

- Teens Making Impact enrichment groups (after and in-school sessions)

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Volunteer led clubs will increase and membership in clubs community-based clubs will increase. Measure is community-based clubs, special interests, and military clubs total. Number of youth in contact reporting.
2	Help youth build Belonging, Independence, Generosity, and Mastery through the visual and performing arts. Number of youth in contact reporting.
3	Youth will improve literacy, knowledge, skills, and abilities in the sciences and technological applications: Number of youth in contact reporting.
4	Increase youth knowledge and/or cause action in: healthy lifestyle practices, valuing healthy relationships, improving mental health and managing stress, valuing service and effective consumer practices, adopting risk reducing behaviors to prevent substance abuse, adopting behaviors to maintain personal health and safety and developing appropriate strategies to resolve conflict. Number of youth in contact reporting.
5	Help youth learn citizenship and leadership, and improve lifeskills associated with citizenship and leadership. Number of youth in contact reporting.

Outcome #1

1. Outcome Measures

Volunteer led clubs will increase and membership in clubs community-based clubs will increase. Measure is community-based clubs, special interests, and military clubs total. Number of youth in contact reporting.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Help youth build Belonging, Independence, Generosity, and Mastery through the visual and performing arts. Number of youth in contact reporting.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #3

1. Outcome Measures

Youth will improve literacy, knowledge, skills, and abilities in the sciences and technological applications: Number of youth in contact reporting.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
------	--------

2012 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
{No Data}	null

Outcome #4

1. Outcome Measures

Increase youth knowledge and/or cause action in: healthy lifestyle practices, valuing healthy relationships, improving mental health and managing stress, valuing service and effective consumer practices, adopting risk reducing behaviors to prevent substance abuse, adopting behaviors to maintain personal health and safety and developing appropriate strategies to resolve conflict. Number of youth in contact reporting.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #5

1. Outcome Measures

Help youth learn citizenship and leadership, and improve lifeskills associated with citizenship and leadership. Number of youth in contact reporting.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
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{No Data} null

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 16

1. Name of the Planned Program

Family and Child Development

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	70%	70%		
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%	10%		
806	Youth Development	20%	20%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	25.0	5.0	0.0	0.0
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

The primary activities in this area are 6 statewide Extension Team Projects. These are:

ETP13A - Healthy Families, Health Communities to continue the Caregiver training and secure funds to provide additional resources and curriculum to the participants. The Caregiver curriculum will be presented to Virginia's Extension in October of 2010. Confirmed training to implement the Caregiving program in the state of Virginia and train their agents to organize classes, recruit participants, and build partnerships. Utilize current information posted from Family Caregiving Community of Practice

ETP13B - Child Care Provider Education to target audiences based which will connect the quality of care (in the home or in child care settings) that children experience prior to entering the formal educational environment with their subsequent academic and social trajectories. With the increasing number of parents of young children entering the workforce and requiring child care in order to work, training and education initiatives are key to increasing the quality of care being provided to children.

ETP13D - Grand RAPP Grandparents and Relatives as Parents Program &dash U&NNTP

ETP13E - Successful Aging Initiative - U&NNTP

ETP13G - Strengthening Relationships and Marriages to continue offering the RS+ curriculum to Alabama through school-based classes in Family and Consumer Science and in Health, and as part of after school programs throughout the state. A supporting curriculum, Bridging the Great Divide, for helping parents talk with their adolescent children about dating and related issues is in the process of being tested.

ETP13I - Parenting will continue to facilitate parenting competencies in parents of children between the ages of 0-5. Educators will focus on client identified needs and develop educational workshops and programs on a variety of parenting topics. Programming is guided by Extension-developed resources and programs, including but not limited to: Stay Connected, Nurturing Parenting, First Years Count, and Partners for Tomorrow.

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The primary target audiences are parents, grandparents, caregivers, child care providers, married couples, unmarried couples, single parents, and youth.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	A major outcome will be the number of parents who participate in Extension sponsored parenting training.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Measures

A major outcome will be the number of parents who participate in Extension sponsored parenting training.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 17

1. Name of the Planned Program

Consumer Science and Personal Financial Management

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	11.0	2.1	0.0	0.0
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

The primary activities in this area are 4 statewide Extension Team Projects. These are:

ETP15A - Employment and Entrepreneurship- This project will help individuals move toward self-sufficiency and improve quality of life through employment and entrepreneurship activities. Youth and adults with limited resources and/or minimal work experience will be targeted. Entrepreneurship activities will focus on home-based and micro business start-up. Career development activities will promote career awareness and job preparation skills.

ETP15C - Family Financial Security and Consumer - This project will increase the level of financial knowledge and financial management skills of youth, adults and senior citizens statewide. Topics that will be taught include budgeting, heir property, retirement, estate planning, wise decision making related to credit, debt, savings, investments, retirement, and protection from fraud and identity theft.

ETP15D - Urban Family Financial Security and Consumer Education - U&NNTP

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The primary target audience is the general public.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
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Actual	0	0	0
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V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Measures

Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 18

1. Name of the Planned Program

Commercial Horticulture

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	11.0	0.0	0.0	0.0
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

Planned program activities in this area will be multi faceted to meet the needs of this diverse program area.ETP's (Extension Team Projects) will be developed based on stakeholder input

Provide Best Mangement Practices for commercial horticulture industries through meetings, workshops, demonstrations.

Grower commodity meetings covering nursery, greenhouse, turf, fruits, and vegetables.

Horticulture training for Extension faculty and Master Gardeners, ex. Home Grounds Team, Master Gardener Lectures, Advanced Master Gardener Lectures

On-farm demonstrations related to pest management, cultural practices, and new cultivars

Multi-agency and industry associations conferences/ workshops for traditional and non-traditional clientele

Commercial horticulture integrated pest management thrust - Web Conference IPM strategies, Monitoring and management of fruits and vegetables pest education

2. Brief description of the target audience

The primary target audience is commercial horticulture producers.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	4	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2012	0

Output #2

Output Measure

- Management of exotic pests ex. Asian citrus psyllid

Year	Actual
2012	0

Output #3

Output Measure

- Integrated pest management education/adoption

Year	Actual
2012	0

Output #4

Output Measure

- In-state educational meetings

Year	Actual
2012	0

Output #5

Output Measure

- On-farm demonstrations in pest management, new cultivar evaluations, and cultural practices

Year	Actual
2012	0

Output #6

Output Measure

- Horticulture training for Extension faculty and Master Gardeners in fruits, vegetables, turf, and ornamentals

Year	Actual
2012	0

Output #7

Output Measure

- Multi-state/agency planning and implementation of commodity meetings for experienced and novice producers

Year	Actual
2012	0

Output #8

Output Measure

- On farm consulting

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	ACES employees will provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program.
2	Integrated pest management adoption
3	Commodity educational meetings
4	Extension faculty and master gardener training
5	On-farm demonstrations
6	Multi-state/agency commodity meetings
7	Asian citrus psyllid and citrus greening disease education and management

Outcome #1

1. Outcome Measures

ACES employees will provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Integrated pest management adoption

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #3

1. Outcome Measures

Commodity educational meetings

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #4

1. Outcome Measures

Extension faculty and master gardener training

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #5

1. Outcome Measures

On-farm demonstrations

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
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{No Data}	null
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Outcome #6

1. Outcome Measures

Multi-state/agency commodity meetings

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #7

1. Outcome Measures

Asian citrus psyllid and citrus greening disease education and management

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 19

1. Name of the Planned Program

Agronomic Crops

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	20.0	0.0	0.0	0.0
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

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2012 Agronomic Crops State Program Initiatives 405 (SPI)

Soil Quality Improvement. Program will help improve soil quality for sustainable crop production and environmental improvement. Soil Quality Index for soil testing (long term); more info on Soil Test Report, and improved soil quality for sustainable crop production and environmental improvement will be attained. **Geospatial Education:** Geospatial technologies as a resource to Extension and University personnel, Alabama producers, and the general public continue to grow. Program will educate extension personnel in the use of geospatial technologies including global positioning system (GPS) hardware, geographic information systems (GIS), and remote sensing.

Sustainable Energy: This project is designed to aid in increasing the knowledge level of public and private interests in the area of energy feed stocks. the knowledge level of the general citizenry will be enhanced in order to make informed decisions concerning personal and policy-making choices.

4. **Retirement Planning:** This project will better prepare our agronomic crop producers for retirement. Series of retirement planning meetings will be held in an effort to increase the knowledge level of retirement options and strategies. This will be conducted in conjunction with the ACES Farm Analysis Team.

5. **Farm Succession and Sustainability:** While the previous project addresses retirement and estate planning, this project prepares younger farmers to take on leadership and management roles through a series of workshops and one-on-one sessions by the ACES Farm Analysis Team.

6. **Reduction of Climate Risk in Agronomic Crops:** Develop and implement educational programs to help Extension personnel, youth, and producers understand basic principles and/or drivers of climate variability as well as its inter-relationship with agriculture, natural, resources, and society. Project will be reported under a separate section in the NIFA POW and Report.

7. **Rapid Agronomic Response:** Project includes reactionary rapid response activities to provide response and recommendations during times of sudden duress. Objective is to increase overall farm productivity and profitability across the state accomplished through educational programs, field demonstrations, in-field visits, and various levels of individual responses.

8. **Consumer Food Workshops:** Workshops with Animal Science and Forages Team to increase consumers' knowledge of how food is produced and their understanding of terms like organic, natural, conventional, and other processes. Field days and educational efforts will also be conducted for the general public.

9. **Row Crop Insect and Disease Management Project:** Increase the adoption or awareness of: soybean IPM recommendations, new insect pests, increase use of "Peanut Rx" and aflatoxin risk index, and avoidance of aflatoxin.

10. **Herbicide Resistance Management Program:** Project is designed to educate farmers about herbicide resistant weeds in row crops and act as early detection system to limit their spread. Proper herbicide use, sprayer calibration, and crop rotations will be the focus.

11. **Precision Ag Program:** Increase the adoption of geospatial technologies and site-specific management strategies to improve producer profitability and environmental stewardship.

12. **Asian Soybean Rust Project:** Season-long monitoring program that provides an early warning system for soybean growers in Alabama and the Southeast. Team members will monitor soybean sentinel plots located throughout the state. When soybean rust is detected in a sentinel plot, soybean growers will be alerted of its presence via the Auburn University Soybean Rust Hotline and through the USDA-Soybean Rust Website.

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2. Brief description of the target audience

2012 Agronomic Crops Program Priority Team activities will include the following groups of stakeholders: 1) row crop producers and their representative groups that include, but are not limited to, the Alabama Cotton Commission, Alabama Peanut Commission, Alabama Soybean Producers, and the Alabama Wheat and Feed Grains Committee; 2) row crop advisors including ACES agents and specialists, public and private crop advisors; 3) governmental agency personnel including USDA, NRCS, and federal crop insurance and risk managers, 4) public policy makers requesting information that impacts Alabama's agricultural community, and 5) private citizens impacted by policies and practices used for the production of food, fuel, and fiber. All educational programming efforts will target audiences without exclusion or discrimination, as specifically defined by ACES policy guidelines.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	3	3	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Several outputs will be generated by this project including distribution of state and region-wide information on the occurrence of Asian soybean rust, insect pest management, field crop diseases, and potential herbicide resistance in crops around the state. Alternative control measures will be developed to reduce the impact of the problem pests on the current crop. Recommendations for a management plan for agronomic row crops will be developed. Several methods of notification (e-mail, Timely Information Sheets, articles in the popular press, etc.) will be used to disseminate information. Meetings, conferences, and trainings throughout the year will include resistant weed management, geospatial and precision agriculture information, soil fertility and fertilizer management, and in-season tours and field days will be used to provide local information on the problem. Other methods such as printed articles and web-site information will be distributed through e-mail and website publications to inform the farming community. Specific outputs will include: 1) In-service training meetings for target audiences and on-farm visits for cotton, soybean, Asian soybean rust, peanuts, field corn, and small grains production; precision agriculture techniques including geospatial technologies, herbicide resistance as well as integrated management of insect pests; 2) Response via phone, e-mail, internet, and on-farm visits at the request of the producer to diagnose and deliver agronomic crop production recommendations; 3) Information posted on the agronomic crops and the national Asian soybean rust website (i.e., www.alabamacrops.com) and through the Auburn University Soybean Rust telephone hotline; 4) Publications like the 2010 IPM Guides and demonstration results reports for use by clientele groups; 5) Hard copy publications for use in production meetings and trainings where deemed appropriate; 5) Establishment of disaster responses when a natural environmental disaster occurs.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	The ACES Agronomic Crops team is required to provide annual success stories detailing program activities that best demonstrated the impacts of their work. Success stories contain the following elements: 1) why the program was conducted or the situation/problem that was addressed; 2) specifically what and how it was done; 3) the time period involved; 4) the specific locations involved; 5) who was impacted; 6) how many people were served; and 7) the final impacts.
2	Short-term outcomes: The most immediate outcomes are: 1) to document the direct positive financial impact that our agents and specialists have on our clientele and their farming operations. For example, advice that leads a producer to consider a higher-yielding crop variety, use of available animal manures for fertilizer, or increased efficiency from prescription site-specific management of agricultural chemicals, seeding or fertilizers can result in increased income totaling millions of dollars across the state; and 2) to provide research information and recommendations that allow producers to control pests only when needed and save them money on unnecessary treatments or save their crop from destruction. In addition, directing producers to sustainable IPM for weeds, insects, and diseases can have a major positive impact on lessening the costs associated with herbicide resistant weeds, insecticide resistant insect pests, and devastating crop diseases such as Asian soybean rust.
3	Long-term outcomes: The long-term outcomes of the Agronomic Crops Extension program are: 1) to ensure the long-term economic viability of Alabama row crop producers; 2) to ensure that there is a stable, domestic source of food and fiber for the citizens of Alabama and their future generations; 3) to ensure that there will continue to be row crop farms operating in the state for many generations to come; 4) to ensure that the recommendations and resulting decisions that are made by the row crop industry in the state is environmentally and economically sustainable; 5) to ensure that the activities and outputs generated by the practices investigated and recommended by this team will benefit and serve to conserve natural resources for all agricultural and general citizen audiences

Outcome #1

1. Outcome Measures

The ACES Agronomic Crops team is required to provide annual success stories detailing program activities that best demonstrated the impacts of their work. Success stories contain the following elements: 1) why the program was conducted or the situation/problem that was addressed; 2) specifically what and how it was done; 3) the time period involved; 4) the specific locations involved; 5) who was impacted; 6) how many people were served; and 7) the final impacts.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Short-term outcomes: The most immediate outcomes are: 1) to document the direct positive financial impact that our agents and specialists have on our clientele and their farming operations. For example, advice that leads a producer to consider a higher-yielding crop variety, use of available animal manures for fertilizer, or increased efficiency from prescription site-specific management of agricultural chemicals, seeding or fertilizers can result in increased income totaling millions of dollars across the state; and 2) to provide research information and recommendations that allow producers to control pests only when needed and save them money on unnecessary treatments or save their crop from destruction. In addition, directing producers to sustainable IPM for weeds, insects, and diseases can have a major positive impact on lessening the costs associated with herbicide resistant weeds, insecticide resistant insect pests, and devastating crop diseases such as Asian soybean rust.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #3

1. Outcome Measures

Long-term outcomes: The long-term outcomes of the Agronomic Crops Extension program are: 1) to ensure the long-term economic viability of Alabama row crop producers; 2) to ensure that there is a stable, domestic source of food and fiber for the citizens of Alabama and their future generations; 3) to ensure that there will continue to be row crop farms operating in the state for many generations to come; 4) to ensure that the recommendations and resulting decisions that are made by the row crop industry in the state is environmentally and economically sustainable; 5) to ensure that the activities and outputs generated by the practices investigated and recommended by this team will benefit and serve to conserve natural resources for all agricultural and general citizen audiences

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 20

1. Name of the Planned Program

Farm Management and Agricultural Enterprise Analysis

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	6.0	0.0	0.0	0.0
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

The primary activities in this area are conducted relative to one Extension Team Project:ETP16D, Agricultural Business Management and Profitability.Detailed descriptions of the activities of this project are available on the ACES Intranet.In summary, Economists work with the Farm Analysis cooperators to assemble and maintain accurate farm records.They compile and analyze these records and develop standard financial and business statements.They advise cooperators relative to their operations in areas such as feasibility of alternative enterprise mixes, alternative technologies, alternative markets and methods, and alternative resource mixes.Consideration is given to impacts on efficiency, finance, taxation, income, and estate planning.Individual farm level data are compiled into Association and State Summaries which focus on major farm enterprises in the State and major production areas.Analyses are provided for lower, middle, and upper thirds of farms so as to isolate practices and conditions that might relate to particular farms being better or worse than others.The better farms can potentially serve as benchmarks for other farms.Information and knowledge gained from working with participating farmers is used to advise others who might be interested in particular practices, technologies, or conditions that promote efficiency and profitability.Basically, the program involves much real world, one-on-one education and advisement.

2. Brief description of the target audience

Primary focus and interaction is on cooperators in the State's four Farm Analysis Associations.However, data and information from these contacts will be used in conjunction with knowledge and expertise of Economists to guide and advise numerous other clientele, including but not limited to: other farmers; lenders; governmental authorities; tax consultants and accountants; research, teaching, and extension faculty; and leadership of agricultural commodity organizations.This program involves much education and training in farm management in the most broad terms, including decision making related to feasibility of enterprises, enterprise mixes, technologies, and/or alternative markets and methods; resource allocations; financial considerations; tax issues and ramifications; estate tax issues and ramifications; and family living conditions.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Direct advisement and counselling of roughly 275 association members.

Year	Actual
2012	0

Output #2

Output Measure

- Advise and counsel other, non-member, clientele

Year	Actual
2012	0

Output #3

Output Measure

- Publish Annual Summaries

Year	Actual
2012	0

Output #4

Output Measure

- Participate in tax and commodity meetings

Year	Actual
2012	0

Output #5

Output Measure

- Indirect impacts on decisions of those who attend meetings, read publications, and/or review blog listings or newsletters.

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Contacts will better understand the farm decision environment.
2	Direct and indirect contacts will make better, more informed, decisions.

Outcome #1

1. Outcome Measures

Contacts will better understand the farm decision environment.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Direct and indirect contacts will make better, more informed, decisions.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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

{No Data} null

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Other (Participation of farmers in Asso)

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 21

1. Name of the Planned Program

Aquaculture, freshwater, and marine resources

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	7.0	0.0	0.0	0.0
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

The primary activities for 2010 in this area are associated with statewide focus areas and general activities of our Program Area. These are:

Aquaculture/Aquascience Education designed to support school teachers, administrators and others to establish and improve aquaculture/aquatic science programs within Alabama schools.

- Maintain education section of www.alearn.info web site
- Conduct school visits to train and support teachers
- Conduct field days and exhibitions of aquaculture and its potential as a career
- Provide intensive training for teachers from AL, GA, and CT on recirculating aquaculture systems as tool to teach math and science
- Conduct activities and camps for students interested in fisheries, aquaculture and aquatic ecology
- Support K-12 programs with fish, supplies and equipment with funded grants

Management of recreational sportfishing ponds designed to provide training and support to pond owners

- Organize and participate in public workshops and presentations involving pond management
- Generate newspaper articles, radio spots, and television appearances associated with pond management
- Maintain pond management section of www.alearn.info web site
- Conduct surveys of pond owners to provide feedback to extension
- Provide weed and water quality analyses and recommendations

Coastal resources program designed to address environmental and economic issues in the coastal zone.

- Support for the oyster gardening program
- Provide analysis of working waterfronts
- Provide support for the clean marina program
- Maintain the Auburn University Marine Extension and Research Center web site

Aquaculture extension to increase the viability and profitability of producers.

- Development of and multiple training sessions involving intensive aquaculture systems
- Maintain the aquaculture portion of the www.alearn.info web site
- Provide responses to fish kills in aquaculture
- Provide reactive services
- Provide economic analyses and projections to the industry

General Activities of this team:

- Training of agents in basic fish biology
- Cooperation and participation with other agencies concerning timely aquatic resource issues
- Provide angler education presentations

- Collaboration with Forestry and Natural Resources in support of the Alabama Water Watch volunteer water quality monitoring program

2. Brief description of the target audience

While our activities potentially impact everyone given the importance of water and water management, our focused audiences include: highschool math and science teachers and students, fish bait producers and dealers, recreational anglers, commercial fishers, recreational fish pond owners, aquaculture producers, aquatic conservation organizations, 4Her's involved in aquatic programs.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	5	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- pond management workshops

Year	Actual
2012	0

Output #2

Output Measure

- Aquaculture workshops

Year	Actual
2012	0

Output #3

Output Measure

- Number of teacher trainings

Year	Actual
2012	0

Output #4

Output Measure

- Number of visits to our extension website www.ALEARN.info

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Aquaculture/Aquascience Education Short-term * Improve attendance and performance of students in school * Increase appreciation of both aquaculture and aquatic natural resources by students and teachers Long-term * Increase graduation rates * Produce better trained labor for aquaculture
2	Management of recreational sportfishing ponds Short-term * Increase the understanding of pond function and management by owners Long-term * Reduce improper management by consultants * Increase satisfaction and enjoyment of ponds by owners * Increase profitability of pay-to-fish operations
3	Coastal resources program Short-term * Increase public awareness of coastal environmental issues * Increase public awareness of loss of working waterfront * Increase community resilience to both natural and man made disasters. Long-term * Establish a viable mariculture industry in Alabama
4	Aquaculture Short-term * Increase the knowledge of producers in more efficient practices * Expand the use of hybrid catfish in production * Incorporate management that optimizes quality and profitability at all stages of production to marketing Long-term * Diversify species produced in Alabama * Improve marketing of Alabama aquaculture products * Cause a shift in the industry to more efficient intensive production methods
5	General Activities * Increase the public understanding of water conservation * Increase public appreciation for watershed and wetland conservation and management * Improve angler education to increase understanding of fisheries management and increase enjoyment of angling

Outcome #1

1. Outcome Measures

Aquaculture/Aquascience Education Short-term * Improve attendance and performance of students in school * Increase appreciation of both aquaculture and aquatic natural resources by students and teachers Long-term * Increase graduation rates * Produce better trained labor for aquaculture

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Management of recreational sportfishing ponds Short-term * Increase the understanding of pond function and management by owners Long-term * Reduce improper management by consultants * Increase satisfaction and enjoyment of ponds by owners * Increase profitability of pay-to-fish operations

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #3

1. Outcome Measures

Coastal resources program Short-term * Increase public awareness of coastal environmental issues
* Increase public awareness of loss of working waterfront * Increase community resilience to both natural and man made disasters. Long-term * Establish a viable mariculture industry in Alabama

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #4

1. Outcome Measures

Aquaculture Short-term * Increase the knowledge of producers in more efficient practices * Expand the use of hybrid catfish in production * Incorporate management that optimizes quality and profitability at all stages of production to marketing Long-term * Diversify species produced in Alabama * Improve marketing of Alabama aquaculture products * Cause a shift in the industry to more efficient intensive production methods

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #5

1. Outcome Measures

General Activities * Increase the public understanding of water conservation * Increase public appreciation for watershed and wetland conservation and management * Improve angler education to increase understanding of fisheries management and increase enjoyment of angling

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Other (man made disasters)

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 22

1. Name of the Planned Program

Poultry Production and Processing

- Reporting on this Program

Reason for not reporting

As a result of refinements to the ACES program planning process, as noted in the 2013 Plan of Work, this program has been redefined consistent with the new FY2013 Planned Program list. The content of this program is now included in one of the FY2013 Planned Programs. Accomplishments for this program will be reported under the appropriate FY2013 Planned Program.

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: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	4.1	0.0	0.0	0.0
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

Our activities include state and regional training seminars organized by both our extension group, the Alabama Poultry and Egg Association and the U.S. Poultry and Egg Association. In addition, we produce popular press materials in the form of Extension publications, Timely Information Sheets and articles in trade journals to disseminate materials to producers. We also provide direct service to poultry companies when asked. This takes the form of site visits and phone consultations. We also participate in result demonstrations to test field techniques of interest to poultry producers.

2. Brief description of the target audience

Target audiences include;
 Poultry growers (farmers)
 Poultry industry technical personnel
 Allied industry support personnel
 Backyard poultry flock owners
 Gamebird (quail, pheasant, chukor) producers

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2012
 Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	5	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Train poultry industry personnel through workshops

Year	Actual
2012	0

Output #2

Output Measure

- Produce popular press publications

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Increase producer awareness of methods to reduce waste management issues on farm
2	Increase producer confidence in litter management techniques
3	Train poultry industry personnel in poultry house technology and management

Outcome #1

1. Outcome Measures

Increase producer awareness of methods to reduce waste management issues on farm

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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
{No Data}	null

Outcome #2

1. Outcome Measures

Increase producer confidence in litter management techniques

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	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

{No Data} null

Outcome #3

1. Outcome Measures

Train poultry industry personnel in poultry house technology and management

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
------	--------

2012

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
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{No Data}	null
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V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Government Regulations
- Other (Poultry Disease Outbreak)

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}