

2012 Tuskegee University Extension Annual Report of Accomplishments and Results

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I. Report Overview

1. Executive Summary

Tuskegee University Cooperative Extension Program (TUCEP) works in joint and integrated efforts with the George Washington Carver Agricultural Experiment Station to carry out local and statewide programs, following a comprehensive Extension Plan of Work. TUCEP primarily focuses its major efforts around 12 Alabama Black Belt counties, but also conducts programs in other south central counties, in addition to Marshall County where the Cherokee Tribe of North East Alabama is primarily headquartered. TUCEP contributes to 3(d) program objectives as funds are made available. The mission of TUCEP is to provide research-based educational programs designed for life-long learning and to assist limited resources families, both urban and rural, and other groups and organizations, to improve their quality of life in a rapidly changing technological and global society. The plan of work included Seven Program Areas that constitute the core of TUCEP and serve as the measurable outcomes or impacts of the program. These Program Areas are well defined within the five priority goals of Extension outlined in the USDA, NIFA Strategic Plan. They provide a variety of research-based outreach and educational programs designed to assist limited resource families--the targeted populations served.

Also, specialists and agents contributed a significant amount of their time to the work unique to the counties in which they live and serve as well as throughout the state of Alabama where requested and when needed in joint educational programming. Following the recent adjustments to USDA-NIFA societal priorities, the seven Program Areas are:(1)Youth Entrepreneurial Initiative and Workshop Development, (2) Global Food Security, Small Scale Farming, and Landownership, (3) Community, Business and Resource Development (4) Sustainable Energy, and Integrated Natural Resources and Climate Change, (5) Childhood Obesity, Nutrition and Healthy Lifestyles, (6) Food Safety, and (7) Climate Change.

The agents, specialists, as well as support staff for each program area, implemented educational workshops, training sessions and small group meetings as well as individual technical assistance and follow-ups to a diverse group of audiences. Major conferences such as the 16th Booker T. Washington Economic Summit, 70th Professional Agricultural Workers Conference, the 120th Annual Farmers Conference, Master Goat Producer Certificate Program, Youth Empowerment Summit, Goat Day, and summer youth camps have also become well-tailored educational and experiential learning opportunities for limited resource families in the Alabama Black Belt counties. In addition, educational opportunities were taken to schools, community settings, and other venues as recommended by key stakeholders through the well established stakeholder input process primarily via the six -county advisory councils and a state Advisory council. The program reported activities resulted in about 89,946 contacts for youth and adults to yield the highlights described below.

Youth Entrepreneurial Initiative and Workshop Development

The program area focuses on youth development in the areas of entrepreneurship, leadership, technology and science education and workforce development. Several entrepreneurship and leadership development camps as well as science and technology education camps were conducted to reach about 300 youth in the 12 county service areas. Overall, youth participants have gained increased knowledge and awareness in the areas of business and personal finance management, and about 88% have improved their basic math skills while another 50% have improved their saving and spending habits. Others have also gained new knowledge and skills in science and technology applications and GIS

software operations, as well as leadership, self-esteem, team work and civic involvement.

Global Food Security, Small Scale Farming, and Landownership

Program efforts in this area addresses the issues of declining numbers of small-scale producers, land loss by small-scale farmers, strategies for the survival of small-scale farms and rural communities, challenges in adopting new technologies and marketing opportunities, and the growing concern relative to the use of chemicals, preservation methods, and food safety. Small-scale producers and landowners have benefited from technical assistance and educational programs and resources on animal production efficiency and herd health management, fruits and vegetables production using plasticulture and hoop-houses, organic agriculture and sustainable practices, farm risk management and cooperative marketing, and timber sales management. Almost all the producers indicated a willingness to adopt the recommended practices to help reduce cost, improve efficiency and in turn increase their profits. A number of farmers have already adopted a cooperative marketing program and have seen higher profits from their sales. Small farmers and farmer groups have also been assisted to develop 78 Farm Plans and submit 56 USDA loan applications for a total of \$6,830,000 which is made up of 13 Farm Ownership loans for \$2,600,000; 10 Production loans for \$900,000; 21 Facility and Housing loans for \$2,100,000 and \$30,000 respectively; and 12 cost share, equip and specialty crop grants for \$1,200,000. A number of youth from various Black Belt counties who participated in agricultural educational programs including livestock shows, Agri-Treck and forestry camps have also been exposed to career opportunities and resources in the agriculture and natural resources field. About 40% have indicated an intension to pursue career paths in this field.

Community, Business and Resource Development

This program area focuses on community resource and leadership development, business and entrepreneurial development, individual and family financial management, and home ownership education and other asset development. Individuals, families, small businesses, and community organizations have been assisted with educational resources and technical assistance relating to personal finance education and family resources management, tax assistance, parenting education, entrepreneurship, and small business start-up loans among others. With these efforts, participants have taken important steps towards saving and money management, improving credit worthiness, and also improving their parental skills and involvement with their children. About 90 Taxpayers who used the free tax assistance program received refunds totaling about \$97,500 and translating into an average of about \$ 1,100 each. Sixty-seven percent of these taxpayers selected to receive their tax refunds by direct deposit and 48% indicated an intension to save portions of their tax refunds. Small businesses and community organizations have also improved their record keeping and financial management and many have become eligible for SBA loans. Twelve graduating senior from Lowndes and Wilcox Counties received college scholarship awards ranging from \$500 - \$1000 each from the Wil-Low Dollars for Scholars Community Foundation. Also, through its revolving loan and entrepreneurship training program, the Tusk-Mac CDC has made out 11 outstanding loans to small businesses for a total of nearly \$120,000. Three new businesses were opened in the area over the past year and one of these businesses has been approved for \$250,000 SBA loan.

Sustainable Energy, and Integrated Natural Resources and Climate Change

These program efforts address a variety of critical educational needs in the areas of natural resources management, water quality and environmental education, energy audits and alternative energy education. Program activities have focused on water quality education, environmental and natural resource management education, and energy audits and renewable energy education. About 500 youth from Sumter and Marengo Counties who participated in the Forest in the Classroom program have gained increased knowledge and awareness on forestry thinning, tree and disease identification, the forest as a source of food, water, and shelter, different forms of life in the forest, and the importance of healthy soil to all living things. Ten property owners were also assisted with one-on-one visits to provide assistance on managing and controlling nuisance wildlife such as Wild Hogs, Beavers, and Coyotes for landowners, hunters, and the general public. Follow up interviews with Water Quality Education Program participants also revealed that the knowledge gained led to increased well water samples collected and sent for testing

as well as the adoption of strategies to minimize consumption of contaminated water such as the use of water filters. Also, 15 workshops on the economic benefit of bio-energy, and 16 energy audits, site evaluations and feasibility studies have been conducted through the energy audit and renewable energy education program.

Childhood Obesity, Nutrition and Healthy Lifestyles

Obesity, poor nutrition and limited physical activity continue to pose significant health concerns in Alabama and particularly for minority and low-income populations. TUCEP therefore focuses on promoting healthy nutrition and lifestyles as a way of preventing childhood obesity and cardio-vascular diseases through the EFNEP partnership, SHAFA, "Skegee Fit", Senior Olympics and Health Awareness Education Programs. Youth and adult participants who participated in nutrition and health awareness programs have been educated on the importance of diet and exercise in obesity and chronic diseases prevention. Almost all the participants in these programs have indicated an intended willingness to change their behavior by making more healthy food choices, staying active and being healthy. About 86 percent of the 135 SHAFA participants demonstrated knowledge of carbohydrate, protein, and other food groups needed as healthy food choices and menu ideas for the family. Follow up evaluations indicate that students are still making wise choices with fast food, parents report that students are keeping them conscious of the foods they purchase, and students report using less salt and also preparing more healthier meals and snacks.

Food Safety

This new program area is being developed to focus its major efforts on Hazard Analysis Critical Control Points (HACCP) education primarily at the producer level among small and limited resource farmers in the Black Belt counties as well as food safety education for youth and adults. Preliminary surveys indicated that most limited-resource vegetable farmers in Alabama were poorly informed about food safety issues. Food safety training and education workshops were therefore conducted for different groups of farmers particularly for those involved in the Walmart Heritage project. Follow-up evaluations show a significant improvement in food safety practices including a range of organic/reduced risk insecticides for the management of cowpea insect pests. Food safety education was also implemented through the summer youth camps, SHAFA, EFNEP, and CYFAR programs which introduced topics such as cross contamination, proper freezing and thawing procedures as well as cooking temperatures. Related accomplishment elements are reported through other corresponding program areas.

Climate Change

This new program area is also being developed to address climate change issues as it affects land, water, forests and the natural environment as a whole. No related accomplishment elements are reported.

Total Actual Amount of professional FTEs/SYs for this State

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	23.8	0.0	0.0
Actual	0.0	24.0	0.0	0.0

II. Merit Review Process

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

- Internal University Panel

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

2. Brief Explanation

The Merit Review Process Committee which is now merged with the State Advisory Council, follows the guidelines outlined in the TUCEP Advisory Council hand book as well as reports and recommendations from key programs and meetings. The State Advisory Council holds its annual meeting in February each year for input from local county advisory councils and input from stakeholders as it relates to program relevance and impacts.

III. Stakeholder Input

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

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

Brief explanation.

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

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

1. Method to identify individuals and groups

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

- Use Surveys

Brief explanation.

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

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

1. Methods for collecting Stakeholder Input

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

Brief explanation.

The methods mentioned above were utilized by the TUCEP team to collect stakeholders' input. The meetings and surveys with traditional groups and individuals are necessary to maintain current program support and to make program modifications, if necessary. Meetings with the general public at conferences such as the Annual Farmers' Conference, the Annual Booker T. Washington Economic Development Summit, the Youth Empowerment Summit, and the Annual Professional Agricultural Workers Conference give participants the opportunity to inquire and receive information about TUCEP. These conferences present challenges and opportunities for program development.

TUCEP continues to employ a full-time Community Resource Specialist to provide assistance and coordinate planning in conducting entrepreneurial initiatives that address needs of the Cherokee Tribe of Northeast Alabama, other Native Americans, and Hispanic groups in South Central Alabama.

3. A statement of how the input will be considered

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

Brief explanation.

Inputs from stakeholders were used to strengthen or change existing research-based Extension program activities as reflected in the 2012-2016 Plan of Work Update. Extension Teams Projects (ETPs) and special initiatives were added to Extension Program Areas where needed and area of services were extended to reach wider audiences in some counties. The goals of these changes are to improve the quality of life for the clients served and to improve the quality of programs Extension is offering to the public.

Brief Explanation of what you learned from your Stakeholders

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

IV. Expenditure Summary

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

2. Totaled Actual dollars from Planned Programs Inputs				
Extension			Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	0	2111035	0	0
Actual Matching	0	1284788	0	0
Actual All Other	0	676016	0	0
Total Actual Expended	0	4071839	0	0

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

V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	Youth Entrepreneurial Initiatives and Workforce Development
2	Global Food Security, Small-Scale Farming, and Landownership
3	Community, Business and Resource Development
4	Sustainable Energy and Integrated Natural Resources
5	Childhood Obesity, Nutrition, and Healthy Lifestyles
6	Food Safety
7	Climate Change

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Youth Entrepreneurial Initiatives and 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
601	Economics of Agricultural Production and Farm Management		15%		
604	Marketing and Distribution Practices		10%		
801	Individual and Family Resource Management		25%		
806	Youth Development		50%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	3.0	0.0	0.0
Actual Paid Professional	0.0	4.6	0.0	0.0
Actual Volunteer	0.0	31.0	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	400596	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	243805	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

Tuskegee University selected eight youth from four counties of the Alabama's Black Belt region to participate in a week-long youth leadership program at the national 4-H Conference Center in Chevy Chase, Maryland, and Washington, DC. Youth were taken through a series of workshop sessions, participated and served on various committees which prepared them to write action plans. They learned about how bills are enacted, and performed a mock parliamentary session during which two bills were passed.

Entrepreneurial and Financial Education trainings models have been identified and used as the core curriculums for Tuskegee University Cooperative Extension Programs' workforce development initiative. Insight and High School Financial planning program for students are the curriculums used to increase student's knowledge and skills and, provide opportunities for students' to demonstrate their skills learned. Ten educational classes were taught in financial planning, saving, decision making and business finance with a total of 180 students attending. The primary focus of the classes involved multiplication and calculation of basic inventory, profit and loss analysis, basic budgeting, and savings and decision making.

The 4-H science GIS curriculum also introduced elementary and high school students to learning about science as inquiry; earth and space science; life science; science and technology. Through a series of video presentations and hands on activities, students were guided to master the skills and competencies to determine the bearings of points/locations using the compass. They calculated distances between two locations using the scale of the map. Students also performed exercises that enabled them to distinguish between magnetic and true north, angle of declination, latitudes and longitudes and how to interpret contour lines and features they represented on topographic maps.

2. Brief description of the target audience

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

3. How was eXtension used?

eXtension was used to acquire materials and resources on entrepreneurship program models and curriculums through interactions with participants from the communities of practice.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	400	1600	1800	5400

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

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

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

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

Outcome #1

1. Outcome Measures

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

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

One of the issues being addressed in the Alabama Black Belt region is the need for students to increase their Mathematics, Finance and, Business skills as essential elements required for their success. The deficiencies identified are therefore being addressed through the youth entrepreneurial and workforce development programs.

What has been done

Several entrepreneurship and leadership development camps as well as science and technology education camps were conducted to reach more than 300 youth in the 12 county service areas.

Results

Overall, youth participants have gained increased knowledge and awareness in the areas of business and personal finance management, and about 88% have improved their basic math skills while another 50% have improved their saving and spending habits. Others have also gained new knowledge and skills in science and technology applications and GIS software operations, and leadership, self-esteem, team work and civic involvement.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

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

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Post program evaluations showed that of the 90 students who participated in the financial management classes, 78 students learned how to calculate simple budgets, 87 students had improved their Math skills, and 62 acquired an understanding of business finance. Of the 36 students who attended classes on Mathematic of Inventory that were evaluated, all 36 learned how to calculate profits and losses and acquired knowledge of profit margins. Also, 30 learned the difference between wholesalers and retailers and 22 learned how to calculate percentages for reinvestment. Another group of 54 students participated in the savings and decision making classes and from this group, 45 planned to open savings account, 54 planned to improve their spending habits, and 18 planned to develop long term saving plans with parents. Overall, follow-up evaluations of the entire group of 180 based on random subjects indicated that 51 students practiced budgeting, 88 had improved Math skills, 42 students have opened savings accounts and 59 students have improved their spending habits.

Key Items of Evaluation

Following reports from the Youth Empowerment Summit, its continued implementation as an annual conference will provide an opportunity to motivate and inspire youth in the region to have a positive outlook about their futures. The annual Youth Summit and the possible development of a "Center for Entrepreneurship" will remain the primary components of this program area. The Center would guarantee TU students the ability to gain a solid entrepreneurial educational base during matriculation and promote a national network of youths, adults, community organizations, business education, and government agencies committed to advancing entrepreneurship education and implementation. The center will promote the development of entrepreneurial programs that empower youth to see and seize opportunities to respond to the social, political, and economic needs of their communities, their nation, and the world. The coalition will accomplish this through education, research, and the dissemination of information on the best practices of effective entrepreneurial programs.

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

Global Food Security, Small-Scale Farming, and Landownership

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		10%		
111	Conservation and Efficient Use of Water		10%		
123	Management and Sustainability of Forest Resources		10%		
131	Alternative Uses of Land		10%		
141	Air Resource Protection and Management		10%		
201	Plant Genome, Genetics, and Genetic Mechanisms		10%		
211	Insects, Mites, and Other Arthropods Affecting Plants		10%		
301	Reproductive Performance of Animals		10%		
501	New and Improved Food Processing Technologies		10%		
601	Economics of Agricultural Production and Farm Management		10%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	9.5	0.0	0.0
Actual Paid Professional	0.0	8.8	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	667660	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	406342	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

The primary program activities consisted of general educational sessions, workshops, group discussions, conferences and field demonstrations such as the sustainable agriculture field day, annual farmers' conference, master goat certification program, pasture and forage management workshop, and integrated pest management sessions. These activities were conducted in the areas of fruits and vegetables production, animal production, underserved non-industrial forest land ownership management, marketing and risk management, small farm outreach, and youth agricultural education.

TUCEP established an on-campus hoop house for demonstration purposes, in which several vegetable crops are grown as a way of presenting the opportunity for increasing vegetable production through adoption of plasticulture technology that includes hoop houses to local farmers. A hands-on demonstration of hoop house production was also conducted during the National Women In Agriculture Association meeting in April 2012, hosted by TUCEP where 20 farmers participated. Farmers also learned about sustainable agriculture, blueberry production and other fruits and vegetable production using hoop houses through a series of workshops, teleconferences, and one-on-one visits.

During the 2011 - 2012 period 21 group meetings and 299 farm visits were conducted to reach 387 farmers and ranchers which also included 69 socially disadvantaged farmers. Through these meetings, 30 farmers have completed comprehensive training in Record Keeping, Financial Management, and Production Management. Also, 78 Farm Plans have been developed and 56 USDA loan applications and other services requests have been submitted. Outreach to Vegetable farmers also resulted in a tremendous amount of marketing activity through the Walmart Heritage Project. The small farm outreach staff facilitated the formation of New Small Farmers Agricultural Cooperative whose members represent six (6) regions of the State of Alabama. The group provided 3000 cases of greens, 41 tractor trailer loads of watermelon, and 2512 cases of purple hull peas to Walmart Distribution Centers in Brundidge and Opelika, Alabama for distribution to local Walmart stores.

Extension and Research has established Twenty-four(24) research and demonstration sites within the Black Belt and surrounding counties to further teach and demonstrate sound management practices for goat producers in efforts to improve alternative nutrition, herd health and marketing strategies for quality goat meat and by-products. TUCEP personnel and Tuskegee University School of Veterinary Medicine provided hands on workshops, demonstrations and field days to assist one hundred and twenty-six (126) livestock producers in the Black Belt Counties. Thirty-eight (38) farm visits were conducted with technical assistance provided by TU School of Veterinary Medicine on individual farms. Educational resource materials were disseminated during the classroom setting and given upon request throughout the year.

Also, Tuskegee University held a workshop in Lowndes County to educate landowners on choosing a consulting forester, a timber sale contract, and a guide to marketing timber. The objective of the

workshop was to teach the landowner: 1) how to choose a consulting forester; 2) the different clauses of a timber sales contract; and 3) how to market timber.

About seventy eight (78) youth from the West Alabama area have also participated in a series on educational and Forest Stewardship programs including the classroom in the forest and the youth livestock show. These students obtained a working knowledge of many forestry practices such as prescribed burning, tree management, forestry measurement techniques, ecological balance, wildlife management, and career opportunities available in Agriculture and Natural Resources Management.

2. Brief description of the target audience

The targeted audience consisted of small-scale producers and landowners in the 12 Black Belt and surrounding counties in Alabama, socially disadvantaged farmers and farmer groups and organizations, as well as youth.

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	4265	10200	800	2400

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	5	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

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

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	The output target will consist of training in Integrated Pest Management, Plasticulture, Organic Farming, Forest Management, Animal Management and Marketing involving farmers, landowners, homeowners, senior citizens, youth farmer organizations, federal and state agencies and private industry.

Outcome #1

1. Outcome Measures

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

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)

The issues of declining numbers of small-scale producers, land loss by small-scale producers, lack of resources, lack of marketing opportunities, low profitability, dying communities, and globalization are critical to small-scale agriculture. TUCEP helped farmers to face these challenges through a continuous program of education and technical assistance.

What has been done

Tuskegee University's Small Farmer Outreach, Training and technical Assistance Project conducts outreach and technical assistance to encourage and assist socially disadvantaged farmers, ranchers and forest landowners (SDFRFLs) to own and operate farms and forestlands; to provide for a financially secure farm family; and to increase access to USDA loans as well as participation in farmer programs.

Results

Over the year, 78 Farm Plans have been developed and 56 USDA loan applications and other services requests have been submitted. The overall farm loan activity includes 13 Farm Ownership loans for \$2,600,000; 10 Production loans for \$900,000; 21 Facility and Housing loans for \$2,100,000 and \$30,000 respectively; and 12 cost share, equip and specialty crop grants for \$1,200,000 for a total of 56 loans and grants for \$6,830,000. These activities have helped to strengthen the growth and sustainability of limited resource producers, beginning farmers, African American Co-ops and Latino farmer groups.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

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

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Almost all the producers that participated in educational workshops and training sessions indicated a willingness to adopt the recommended practices to help reduce cost, improve efficiency and in turn increase their profits. A number of farmers have already adopted a cooperative marketing program and have seen higher profits from their sales. Small farmers and farmer groups have also been assisted to develop 78 Farm Plans and submit 56 USDA loan applications for a total of \$6,830,000 which is made up of 13 Farm Ownership loans for \$2,600,000; 10 Production loans for \$900,000; 21 Facility and Housing loans for \$2,100,000 and \$30,000 respectively; and 12 cost share, equip and specialty crop grants for \$1,200,000. Through the risk management educational and training efforts, producers have made significant increases in profits through the collaborative marketing strategy to penetrate local commercial markets including Walmart, Whole Foods, and Sodexo. Farmers have gained a myriad of information and skills relating to farm safety and quality control, crop insurance, food safety, pricing and grading, as well as packaging and transportation of produce to commercial retailers. A number of youth from various Black Belt counties who participated in agricultural educational programs

including livestock shows, Agri-Treck and forestry camps have also been exposed to career opportunities and resources in the agriculture and natural resources field. About 40% have indicated an intension to pursue career paths in this field.

Key Items of Evaluation

Key progran components focus on technical assistance and educational programs and resources on animal production efficiency and herd health management, fruits and vegetables production using plasticulture and hoop-houses, organic agriculture and sustainable practices, farm risk management and cooperative marketing, and timber sales management.

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Community, Business and Resource 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		25%		
608	Community Resource Planning and Development		50%		
805	Community Institutions, Health, and Social Services		25%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	4.4	0.0	0.0
Actual Paid Professional	0.0	4.0	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	348764	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	212260	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

Primary activities include business and leadership development skills workshops, resource development and business finance planning workshops, one-on-one technical assistance for loan applications, short-term skills training, county leadership development, parenting education, and personal finance management in collaboration with other community agencies. Individuals, families, small businesses, and community organizations have been assisted with educational resources and technical assistance relating to personal finance education and family resources management, tax assistance, parenting education, entrepreneurship, and small business start-up loans among others. With these efforts, participants have taken important steps towards saving and money management, improving credit worthiness, and also improving their parental skills and involvement with their children.

The Dollars for Scholars Community Foundation awarded scholarships to 11 graduating seniors from Lowndes and Wilcox counties for the year 2012. A total of three hundred and one (301) scholarships have been awarded over the past sixteen years. Scholarship awards range from \$500 to \$1,000 to support the college education of the selected promising students. Extension also established 25 weekly classes at Wallace Community College Adult Day Program, and a School of Discovery Parenting Program. Three hundred and fifty single mothers attended five lessons on Finance, Credit Repair, Self-Esteem, Communication, and Leadership.

During the 2012 tax filing season, 90 federal tax returns and 58 Alabama state returns were prepared at the Tuskegee and Selma free tax assistance sites. Taxpayers received refunds totaling about \$97,500 translating into an average of about \$ 1,100 each. Of this amount, a total EITC amount of 38,641 was received by 26 taxpayers boosting their tax refunds by an average credit of \$1,486. Additionally, 22 households qualified for the child tax credit with an average credit of about \$1,300 and totaling about \$26,000.

TuskMac CDC also offered entrepreneurial training classes over an eight week period each quarter to encourage small business development and enhance the sustainability of existing businesses. It also operates a revolving microloan fund to provide some startup and expansion capital for small businesses with a current portfolio of eleven outstanding loans totaling nearly \$120,000.

2. Brief description of the target audience

The target audiences include start-up entrepreneurs, existing business owners, leadership from civic and social community organizations, leadership from faith-based organizations and low-income households.

3. How was eXtension used?

eXtension was used to identify materials and resources as well as best practices indicated by other extension programs in related activities.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	6556	19200	300	8550

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

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

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Seventy five will acquire business and leadership development skills. Thirty five will develop business plans, and 15 will have business loans approved.

Outcome #1

1. Outcome Measures

Seventy five will acquire business and leadership development skills. Thirty five will develop business plans, and 15 will have business loans approved.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Most low income households in the Black Belt communities are faced with issues such as poor credit, lack of savings, and poor management of household resources. Many small business and community organizations also lack the necessary skills in business planning, financial management and leadership development to facilitate sustainability and profitability.

What has been done

Individuals, families, small businesses, and community organizations have been assisted with educational resources and technical assistance relating to personal finance education and family resources management, tax assistance, parenting education, entrepreneurship, and small business start-up loans among others. With these efforts, participants have taken important steps towards saving and money management, improving credit worthiness, and also improving their parental skills and involvement with their children.

Results

About 90 Taxpayers who used the free tax assistance program received refunds totaling about \$97,500 and translating into an average of about \$ 1,100 each. Sixty-seven percent of these taxpayers selected to receive their tax refunds by direct deposit and 48% indicated an intention to save portions of their tax refunds. Twelve graduating senior from Lowndes and Wilcox Counties received college scholarship awards ranging from \$500 - \$1000 each from the Wil-Low Dollars for Scholars Community Foundation. Also, through its revolving loan and entrepreneurship training program, the Tusk-Mac CDC has made out 11 outstanding loans to small businesses for a total of nearly \$120,000. Three new businesses were opened in the area over the past year and one of these businesses has been approved for \$250,000 SBA loan.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development
805	Community Institutions, Health, and Social Services

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

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

V(I). Planned Program (Evaluation Studies)

Evaluation Results

As a result of the parenting education classes, 75% of parents reported understand their role as leaders in their family, 43% reported changed behavior when dealing with conflict, 82% showed improvement in their self worth 28% pursued working on credit worthiness and 75% planned to become more active in children school activities. About 90 Taxpayers who used the free tax assistance program received refunds totaling about \$97,500 and translating into an average of about \$ 1,100 each. Sixty-seven percent of these taxpayers selected to receive their tax refunds by direct deposit and 48% indicated an intention to save portions of their tax refunds. Two taxpayers were actually referred to a local bank to open new bank accounts in order to be able to receive their refunds by direct deposit. Another taxpayer also selected to purchase a savings bond with a portion of the tax refunds. This is an important step towards savings and investment.

Also, through its revolving loan and entrepreneurship training program, the Tusk-Mac CDC has made out 11 outstanding loans to small businesses for a total of nearly \$120,000. Three new businesses were opened in the area over the past year and one of these businesses has been approved for \$250,000 SBA loan. Small businesses and community organizations have also improved their record keeping and financial management and many have become eligible for SBA loans.

Key Items of Evaluation

TUCEP has continued to strengthen its efforts in providing small business development and technical assistance programs as a way of promoting community economic development. As much as housing assistance, personal finance management, and job skills development remain key aspects of this program area, additional effort is being

geared towards organizational finance and record keeping in order to assist communitybased organizations to improve their financial record keeping practices to be able to attract outside funding and expand the services that they offer to the community. Our resource staff has designed and implemented an organizational finance course that follows a step-by-step approach to understanding organizational finance and cash flow systems. Participating organizations that have followed the recommended practices, have reported financial savings for their organization, and have become eligible recipients of grants based on the knowledge and skills provided by this training.

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Sustainable Energy and Integrated Natural Resources

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
104	Protect Soil from Harmful Effects of Natural Elements		10%		
111	Conservation and Efficient Use of Water		10%		
112	Watershed Protection and Management		10%		
123	Management and Sustainability of Forest Resources		15%		
125	Agroforestry		10%		
131	Alternative Uses of Land		10%		
132	Weather and Climate		15%		
133	Pollution Prevention and Mitigation		10%		
141	Air Resource Protection and Management		10%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	2.0	0.0	0.0
Actual Paid Professional	0.0	2.6	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	232802	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	141685	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	13200	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Integrated Natural Resources and Environmental Education program activities include youth programs such as the Annual Forestry Camps, Kids-N-Creek camps, Kids Day on the Farm camps and an Annual Water Festival. Other activities will involve private well testing/wellhead protection, small acreage water resource management, community awareness educational programs, household septic systems management workshops, and home air quality assessments and energy audits.

Tuskegee University operates a Water Quality Educational Program (WQEP) to address the educational need of citizens to improve water quality and enhance the quality of the environment. This program served about 500 people through workshops, field days and classroom instructions. The activities included, Kids 4 Trees, Water Festival, Agritrek Training and Water Quality workshops and educational sessions.

TUCEP County Agents along with ACES, Alabama Forest Commission, Sumter and Marengo Counties Public School System, and Private landowners conduct a course curriculum designed to educate fifth grade students and their teachers about multiple use management of forest, water, soil and wildlife. Volunteer resource development teams are recruited and then participate in three two-hour development sessions. The program reached fewer than 500 students from the Sumter-Marengo county area of West Alabama. Similarly, 21 high school students from Lowndes County public and private schools participated in a forestry educational program that included a Tree Identification activity where students placed ID tags on trees along walking trails and the Holyground Park.

Funding from the renewable energy grant was used to assist agriculture producers, rural small businesses and rural communities to become more energy efficient and use renewable technologies by implementing the first process of getting energy audits and renewable energy development assistance throughout the state of Alabama. A number of energy audits, site evaluations, and renewable energy workshops have been conducted throughout the state of Alabama including 15 workshops on the economic benefit of bio-energy, and 16 energy audits, site evaluations and feasibility studies.

One-on-one visits to ten property owners were conducted to provide assistance on managing and controlling nuisance wildlife such as Wild Hogs, Beavers, and Coyotes for landowners/hunters and the general public. Landowners and hunting groups also received timely information and recommendations on soil testing, location of wildlife and plots, soil preparation and seed selection for food plots.

2. Brief description of the target audience

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

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	1428	4300	500	1500

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

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

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

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

Outcome #1

1. Outcome Measures

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

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)

To sustain the productivity of natural resources for future generations, there is a need to expose limited resource farmers, landowners, youth, and adults, to Natural Resource Education. Currently, many are unaware of the importance of managing forests, water and other natural resources.

What has been done

Program efforts address a variety of critical educational needs in the areas of natural resources management, water quality and environmental education. Program activities have focused on water quality education, environmental and natural resource management education, and energy audits and renewable energy education.

Results

About 500 youth who participated in the Forest in the Classroom program have gained increased knowledge and awareness on forestry thinning, tree and disease identification, the forest as a source of food, water, and shelter, different forms of life in the forest, and the importance of healthy soil to all living things. Follow up interviews with Water Quality Education Program participants also revealed that the knowledge gained led to increased well water samples collected and sent for testing as well as the adoption of strategies to minimize consumption of contaminated water such as the use of water filters. Also, 15 workshops on the economic benefit of bio-energy, and 16 energy audits, site evaluations and feasibility studies have been conducted through the energy audit and renewable energy education program.

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
123	Management and Sustainability of Forest Resources
125	Agroforestry
131	Alternative Uses of Land
132	Weather and Climate
133	Pollution Prevention and Mitigation
141	Air Resource Protection and Management

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

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

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Follow up interviews with Water Quality Education Program participants revealed that the knowledge gained led to increased well water samples collected and sent for testing. Some participants adopted strategies to minimize consumption of contaminated water. One strategy adopted was use of water filters. A notable long-term impact of this program is a gradual decrease in nitrate and coliforms as participants have over the years adopted best management practices for water quality protection.

Teachers and group leaders of students who attended the youth education workshop indicated that 86% of students increased their knowledge on the discussed topics. More than 73% of students increased knowledge of forestry information through participation in

the outdoor class learning activity. Ten property owners were also assisted with one-on-one visits to provide assistance on managing and controlling nuisance wildlife such as Wild Hogs, Beavers, and Coyotes for landowners, hunters, and the general public.

A number of energy audits, site evaluations, and renewable energy workshops have been conducted throughout the state of Alabama including 15 workshops on the economic benefit of bio-energy, and 16 energy audits, site evaluations and feasibility studies.

Key Items of Evaluation

As much as efforts in forestry and other natural resources management education continues, more emphasis is being laid on renewable energy and energy audit education, water quality education and environmental protection for youth and adults.

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Childhood Obesity, Nutrition, and Healthy Lifestyles

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
703	Nutrition Education and Behavior		20%		
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sources		20%		
722	Zoonotic Diseases and Parasites Affecting Humans		20%		
723	Hazards to Human Health and Safety		20%		
724	Healthy Lifestyle		20%		
	Total		100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	4.5	0.0	0.0
Actual Paid Professional	0.0	5.2	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
0	461213	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	280696	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	662816	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Educational activities include workshops, summer programs, one-on-one intervention, in-school and after-school demonstrations and lectures and in-service training meetings for Extension agents and paraprofessionals who participate in this program. Key program activities include, summer youth college program, summer health and fitness academy, and EFNEP educational sessions.

TUCEP organized 5-day workshop training camps for 135 5th - 9th graders called the Expanded Summer Health and Fitness Academy (SHAFA). Six camps were organized in 14 neighboring Alabama counties during the summer of 2012. The training curriculum emphasized healthy food choices following the USDA My Plate food guide and physical activity to support childhood obesity prevention and healthy lifestyles. About 86 percent demonstrated knowledge of carbohydrate, protein, and other food groups needed as "healthy food choices and menu ideas for the family."

Twenty-eight head start staff and parents of attending preschoolers were provided with the Eating Smart Being Active curriculum. Training provided to food preparers includes varying recipes to promote maximum benefit and portion sizes for preschoolers. A center garden was planted during the year by community volunteers in an effort to model for parents as well as, students and staff the process of growing their own vegetables. Preschoolers are provided the opportunity to plant their own seeds in a controlled classroom environment to promote home gardening. Cooking demonstrations are held and are paired with the administration of the Eating Smart Being Active curriculum as well as, fitness classes from community partners. Rolling Banners were placed in the sites to promote the awareness of the 10 essential nutrition tips and the HS/HS-K program. Newsletters were distributed once a month in an effort to keep parents abreast to different trends, ideas, and tools to promote healthy lifestyles. Physical fitness equipment was provided to enhance the physical activity of preschoolers and is implemented in the curriculum. Technology labs were provided to participating sites to encourage utilization of effective interactive tools that promote healthy lifestyles and are used by both students and adults.

2. Brief description of the target audience

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

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	3679	102001	800	1400

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

Year	Actual
2012	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	The outcome is to decrease the risk of degenerative diseases, improve the quality of life, maintain reasonable weight by monitoring caloric consumption, control disease through diet, exercise, medication, and stress management. Participants will incorporate skills and change behavior; the number of people following guidelines on most 60-minutes, 5 days a week will increase; the percent of participants using food guide pyramids and dietary guidelines will increase and the percent of participants reporting improved quality of life will increase.

Outcome #1

1. Outcome Measures

The outcome is to decrease the risk of degenerative diseases, improve the quality of life, maintain reasonable weight by monitoring caloric consumption, control disease through diet, exercise, medication, and stress management. Participants will incorporate skills and change behavior; the number of people following guidelines on most 60-minutes, 5 days a week will increase; the percent of participants using food guide pyramids and dietary guidelines will increase and the percent of participants reporting improved quality of life will increase.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The prevalence of obesity is rising faster among African-American and Hispanic children, increasing more than 120 percent in 10 years. Alabama ranks 45 among the 50 states for child well-being, with 31.2 percent of children living in poverty and another 11.2 percent in extreme poverty.

What has been done

Tuskegee University operates a Head Start on Healthy Start by Kindergarten (HS-HS/K) program. Through the HS-HS/K program 161 preschoolers are administered the Color Me Healthy curriculum throughout the school year. Training provided to food preparers' includes varying recipes to promote maximum benefit and portion sizes for preschoolers. A center garden is also planted with the help of volunteers to model for parents as well as, students and staff the process of growing their own vegetables.

Results

Head Start food preparers' have changed the way they prepare and serve foods to children by reducing unnecessary inclusion of sugar, salts and oils in preparation of foods for preschool children. Parents and adult participants have been exposed to and are more conscious of their dietary and physical activity needs and habits. Through personal testimony it has been noted that parents have changed the ingredients that they use to prepare meals. For example, substituting beef with turkey and using olive oil in lieu of butter. Community partnerships have been established in order to provide assistance in promoting and sustaining the program across their individual counties.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

Program outcomes were affected by economic conditions as evidenced by the number of parents who indicated they could not afford the registration fees. Participation rates were thus significantly lower compared to the previous year.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Youth and adult participants who participated in nutrition and health awareness programs have been educated on the importance of diet and exercise in obesity and chronic diseases prevention. Almost all the participants in these programs have indicated an intended willingness to change their behavior by making more healthy food choices, staying active and being healthy. About 86 percent of the 135 SHAFA participants demonstrated knowledge of carbohydrate, protein, and other food groups needed as healthy food choices and menu ideas for the family. Follow up evaluations indicate that students are still making wise choices with fast food, parents report students are keeping them conscious of the foods they purchase, students report using less salt and also preparing more healthier meals and snacks.

Head Start food preparers' have also changed the way they prepare and serve foods to children by reducing unnecessary inclusion of sugar, salts and oils in preparation of foods for preschool children. Parents and adult participants have been exposed to and are more conscious of their dietary and physical activity needs and habits. Through personal testimony it has been noted that parents have changed the ingredients that they use to prepare meals. For example, substituting beef with turkey and using olive oil in lieu of butter. Community partnerships have been established in order to provide assistance in promoting and sustaining the program across their individual counties.

Key Items of Evaluation

TUCEP continues to focus on promoting healthy nutrition and lifestyles as a way of preventing childhood obesity and cardio-vascular diseases through the EFNEP partnership, SHAFA, "Skegee Fit", Senior Olympics and Health Awareness Education Programs.

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Food Safety

- Reporting on this Program

Reason for not reporting

This new program area is being developed to focus its major efforts on Hazard Analysis Critical Control Points (HACCP) education primarily at the producer level among small and limited resource farmers in the Black Belt counties as well as food safety education for youth and adults. Food safety education was implemented as part the Agricultural Heritage program and farm risk management program as well as through the summer youth camps, SHAFa, EFNEP, and CYFAR programs. A comprehensive training curriculum is still being developed and no significant impacts have been reported yet.

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	0.0	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

Activities to be scheduled for this program area will include educational and informational sessions, workshops, group discussions, and demonstrations. A Kitchen is currently being built in T.M. Campbell hall to be used primarily for demonstrative activities particularly for children and youth.

2. Brief description of the target audience

The target audiences for these activities will be small and limited resource producers in the Black Belt counties, children youth and families at risk, as well as other limited resource households.

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

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Outcome measures are yet to be developed

Outcome #1

1. Outcome Measures

Outcome measures are yet to be developed

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.)
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges

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 # 7

1. Name of the Planned Program

Climate Change

- Reporting on this Program

Reason for not reporting

This new program area is also being developed to address climate change issues as it affects land, water, forests and the natural environment as a whole. Aspects of climate change related issues were addressed under small scale farming and renewable natural resources program areas but no major impacts were reported. Program curriculum and comprehensive program activities are yet to be developed.

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	0.0	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

Activities to be scheduled for this program area will include educational and informational sessions, workshops and group discussions as well as field demonstrations.

2. Brief description of the target audience

The target audiences for this program area will include small and limited resource farmers, forests and landowners, youth and the general population.

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

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Outcomes are yet to be determined

Outcome #1

1. Outcome Measures

Outcomes are yet to be determined

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.)
- Appropriations changes
- Public Policy changes

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}