

**University of Minnesota Extension Service**

**2004-2006 Federal (AREERA) Plan of Work**

**Submitted April 1, 2004**

**For period from October, 2004 – September, 2006**

**St. Paul, Minnesota 55108**

**University of Minnesota Extension Service  
Federal Plan of Work  
2004 – 2006**

**A. Background**

The Agricultural Research, Extension and Education Reform Act of 1998 (AREERA) requires that each Extension Service develop a Plan of Work (POW), to document the use of Smith Lever 3(b) and (c) funds. In 2004, AREERA has requested that interim plans of work be developed in order to accommodate a shift to new reporting systems in 2006.

The University of Minnesota Extension Service works in conjunction with the following Colleges of the University of Minnesota to fulfill its outreach function: College of Agriculture Food and Environmental Sciences (COAFES), College of Human Ecology (CHE), College of Veterinary Medicine (CVM), College of Natural Resources (CNR), Hubert H. Humphrey Institute of Public Affairs, College of Liberal Arts, College of Architecture and Landscape Architecture, Center for Urban and Regional Affairs, University of Minnesota Crookston, University of University of Minnesota Duluth, and the University of Minnesota Morris.

As of January of 2004, Extension's structure changed in Minnesota. Federal and State dollars now fund eighteen regional centers across the state of Minnesota. (See map, appendix A.) From these eighteen centers, regional educators offer the programs of their capacity area to counties in their assigned region. The size and scope of these assigned regions vary depending upon the nature of the work and the commitment of dollars to that area of expertise. (Current assignments are summarized in appendix B.) Dollars from counties and other local partners now fund positions that address the priorities of that partner. These positions work within one of the five capacity areas in order to assure consistent quality of programming. Counties and other funding partners choose the number and type of positions based upon their budget considerations and their priorities. (Current county assignments are described in appendix C.)

This Interim Federal Plan of Work relates very closely to the Plan of Work provided in 2001-2004. However, it aligns program components and performance goals to Extension's new structure for ease in future reporting.

- Appendix A: Regional map
- Appendix B: Regional Center Assignments
- Appendix C: County Assignments

The contact for the University of Minnesota Extension Service is the Associate Dean and Director:

George W. Morse, Ph.D.  
Associate Dean and Director  
University of Minnesota Extension Service  
240 Coffey Hall/1420 Eckles Avenue  
St. Paul, MN 55108  
P - 612/625-9769  
[Morse001@umn.edu](mailto:Morse001@umn.edu)

## B. Operating Philosophy

The shared missions of the University of Minnesota Extension Service and the Agricultural Experiment Station include serving the people of Minnesota to achieve three goals: economic viability, environmental sustainability, and quality of life. We are committed to serve all sectors of the population and to that end view diversity in ideas and people as a strength. We believe the roles of participants within our program should be structured to promote collaboration and to provide an arena for change.

Five pervasive values for our projects and programs in each of the five goals of AREERA include:

1. To integrate research, education and outreach efforts in comprehensive programs.
2. To engage in research and educational practices that do not deplete our nonrenewable resources nor negate the quality of life of our citizens.
3. To derive synergy from multidisciplinary research and collaborative learning partnerships.
4. To support and encourage experiential knowledge and the co-learning role of our citizens.
5. To encourage diversity of ideas and people within a learning environment.

## I. Stakeholder Input Process Update

### A. *Actions taken to seek stakeholder input that encourages their participation.*

In our last update, we described the implementation of an integrated approach to program promotion and community assessment. This integrated approach assigned County Extension Directors to program promotion and to encouraging key stakeholders in counties to respond to program offerings in the context of community need.

Adjustments and enhancements have been made to this process which will continue to improve the stakeholder input process in the coming years.

- Extension's new structure allows counties to designate which local positions and programs are available in their county. This provides a direct link between county priorities and use of their county's fiscal contribution to Extension. It also provides a more direct link between educators and campus specialists who work in their area of expertise.
- Program teams were convened in 2003 and will continue to meet over the next two years. The charge of these program teams is to develop and implement program business plans for their area of expertise. Program teams formally convene educators, campus specialists and research staff to review the knowledge model and business model of programs. In the process of developing the program business plan, teams conduct environmental scans, analyze trends, review literature, gather secondary data and talk to target audiences.
- County Extension Directors have been replaced by Regional Extension Directors who manage centers, promote Extension programs and act as a liaison to stakeholders in the region. Because they are covering multiple counties, educators also reach out to key constituencies.

B. *Brief statement of the process used to identify individuals and groups who are stakeholders and to collect input from them.*

The chart below describes our stakeholder input process:

<b>Group</b>	<b>Process for collecting input</b>	<b>Who is responsible?</b>	<b>Documentation</b>
Statewide Extension Citizen Advisory Committee (A representative group of volunteers from Minnesota's various geographies and diverse interests.)	<ul style="list-style-type: none"> <li>○ Three meetings per year</li> <li>○ Conference calls two – three times a year</li> <li>○ Regular distribution of memos and reports</li> </ul>	Dean and Director	Agenda Minutes Meeting summaries Correspondence
Local Fiscal Partners; e.g., county commissioners and Extension committees	<ul style="list-style-type: none"> <li>○ Regular review of programs at County Extension meetings.</li> <li>○ One-on-one meetings with commissioners.</li> <li>○ Attendance of local partners at program showcases, Extension gatherings, etc.</li> </ul>	Regional Extension Directors  Liaison to the Association of Minnesota Counties	Written MOUs which align local positions to priorities.  Written summary of County Extension Committee meetings.  Local needs assessments
Current program participants	<ul style="list-style-type: none"> <li>○ Participant satisfaction surveys</li> <li>○ Repeat interest in Extension programs</li> </ul>	Regional educators and program leaders	Program business plans that include information about past participation and program adjustments
Targeted program audiences and constituents	<ul style="list-style-type: none"> <li>○ Getting acquainted meetings</li> <li>○ Surveys and feedback forms at program showcase events</li> </ul>	Regional Educators and Regional Directors	- Program outreach materials that address key concerns of the target audience. - Program business plans that incorporate feedback into an outreach plan for the audience. -New Programs Needs Assessment
Regional Educators and Campus staff	<ul style="list-style-type: none"> <li>○ Regular program meetings that design research-based programs</li> </ul>	Area Program Leaders and Capacity Area Leaders; Associate Dean and Director	Program Business Plans  Individual Work Plans
Legislators and Higher Ed Committee	<ul style="list-style-type: none"> <li>○ Personal Meetings and Committee Presentations</li> </ul>	Dean and Director; Associate Dean for External Relations	Updates in Extension Weekly

. *Statement of how the collected input was considered.*

Input from stakeholders guides program teams and capacity areas as they design program business plans that address stakeholder priorities. Stakeholder input is considered as we answer questions such as:

- Where will staff be placed?
- What fees will be charged, for which services, at what price points?
- How should research-based education be delivered? (Long-term consultation, workshop format, on-line course, assessment, one-on-one consultation, etc.)
- What other resources do stakeholders turn to? Do these intermediaries need research-based information? Are we duplicating a service? What is our program niche?
- What do stakeholders know about Extension programs? How do they hear about our services?
- Has our past service and research been satisfactory? How might it be changed?
- What new research should shift how we deliver programs?

D. *Statement regarding the usefulness of the stakeholder input process in refocusing and reaffirming priorities or in identifying emerging issues.*

As Extension has established program specialization, regional centers, and county purchase of service, stakeholder input is more integrated into our organizational design. The extent to which programs continue and how they evolve relies upon the satisfaction, positive feedback and investment from stakeholders.

Each program business plan and capacity area work plan includes input from external scans, stakeholder input and secondary data that feed the strategic planning process. It will directly influence the use of resources and the direction of these programs.

### **III. Program Review Process Update**

. *What is our process?*

Since 2002, we have defined and refined our program review process to support priorities in each of our five capacity areas: 1) Agriculture, Food and Environment; 2) Community Vitality; 3) Family Development, 4) Natural Resources and Environment and 5) Youth Development.

*Stage I (July 20 – August 8, 2002)*

In stage I, we conducted ten comprehensive program audits of Extension's most prolifically disseminated programs. Through this process, we (1) created internal guides for program audits; (2) experimented with program finance incentives to encourage program evolution; (3) fine-tuned components for program business planning guides and program team development; and, (4) identified system-wide issues that could be addressed across capacity areas.

*Stage II (September, 2002 – September, 2003)*

Using elements of the program audit modeled in Stage I, capacity area leaders worked with specialists and educators to determine whether programs meet standards of

relevance, niche, sustainability and research-based content. As a result, programs were “sunsetting” or had content folded into other programs. The final list of programs have been featured as outcome-driven programs available to counties as they establish priority concerns.

Also during this time, program support funds were granted by capacity areas to program leaders who made a case that program and research investments were needed. Internal grants focused on addressing concerns that arose from development of the program business plans, including new research, outreach material development, market surveys, curriculum development or staff development.

*Stage III: (October 2004 – current)*

As regional staff were assigned to capacity areas, formal program teams were established and began the work of developing program business plans. Business plans are being reviewed in 2004 within capacity areas. External consultants have been identified to comment upon these plans.

From 2004-06, peer review of these program business plans within capacity areas will validate and align resources to needs identified by program teams.

*Have there been any significant changes in it during 2002-2003?*

The implementation of a program business plan development process is a significant change. In 2003, elements of “program business plan” thinking were infused into program development strategies. We expect to get formal written program business plans from fifty of the 70 programs by July 1, 2004, and we expect to get plans from every program over the coming year.

As noted previously, funding has been aligned to provide incentives for program improvement. Internal audits revealed steps needed to improve program viability. Once business plans are implemented, incentives will be committed to evaluation and impact analysis.

## **REACHING UNDERSERVED AND UNDERREPRESENTED POPULATIONS**

A number of program teams are working to target programs specifically to minority groups and new immigrants. For example, nutrition education and parenting education programs have adapted their programs to meet the needs of Latino cultures and Spanish-speaking participants. Programs are targeted at immigrant farmers. Urban 4-H and youth development programs are targeting efforts at underserved children and their parents. Extension has a linguist on staff to help every capacity area address language and culture concerns. Also, some Info-U information on line and in phone scripts are provided in multiple languages. We also track the involvement of underserved and underrepresented groups in terms of numbers of persons participating in our programs. These statistics indicate that during 2002-03, nearly 17.8% of the people who participated in our programs were non-white. The current proportion of non-white persons in Minnesota’s population (2002 Census) is 11.8%. We will continue to support program business plan processes that address inclusion and outreach to new audiences.

## IV. Plan of Work

### GOAL I. An agricultural system that is highly competitive in the global economy.

**Program 1:** *Farming for Tomorrow*  
*Capacity Area: Agriculture, Food and Environment*

#### Statement of Issue

Production agriculture plays a major role in the Minnesota economy. However, the *farmer of tomorrow* will operate very differently than the producer of the past and present. The University of Minnesota has a strong research base in production agriculture and a commitment to production agricultural research that provides unmatched superiority for programming effort.

Production agriculture programs are ongoing across Minnesota. Important steps are being taken to establish proactive connections that link outreach programming and research. As a result, we will be able to utilize current technology, consider financial sustainability and actively address trends that influence the attention and needs of producers.

#### Geographic Area to be served:

Statewide. Specific programs are tailored to needs in different regions; multi-state.

**Performance goal:** The major objective of these programs will be to educate and influence producers, farm advisors, agriculture professionals, industry personnel, food inspectors and government agencies. This education will position farm enterprises for economic success and environmental sustainability.

**Key program components:** Accomplishing this objective will require direct and interactive involvement with key audiences. Financial management topics will be addressed with real data. Production practices that include precision input management and possible use of biotechnology must be addressed and discussed with a strong research basis. Environmental issues that directly and indirectly affect producers and their relationship with public policy and regulations must also be included. The use of several mediums for delivering information will be necessary.

Over the next two years, the programs below will be maintained and enhanced with program business plans that combine goals for research and outreach.

#### Business Management and Marketing

Agricultural Risk Management

Farm Business Management

#### Production Systems

Beef Production

Climate and Weather Services

Commodity Crop Production

Crop Production via Agricultural Professionals

Dairy Modernization

Horse and Forage Program

Optimizing Forage Management and Use

Poultry Production and Health

Suburban Agriculture

*Science and Technology*

Alternative Crops and Specialized Management Technologies

Crop Production via Agricultural Professionals

Precision Agriculture

Swine Production Technology

**Internal (within UM) and external (outside UM) linkages:**

Programs in this effort will require the linkage of several internal and external groups. Numerous departments from several colleges will provide the required effort. External partners will include commodity groups, environment-related state and federal agencies and private industries.

**Target audiences:**

Producers will be the primary target audience at this time; however, research and audience analysis have determined that producers increasingly turn to farm advisors, agriculture professionals, industry food producers, government and business staffs for information and advice. In order to assure that university research is integrated into these relationships, program teams are focusing efforts on researching and reaching those audiences and are developing program strategies that train trainers.

**Evaluation framework:**

**1. Inputs**

**a. Research base**

The research base for this effort will be drawn from the Minnesota Agricultural Experiment Station as well as from experiment stations outside of Minnesota. Additional research will be obtained from academic departments within the College of Agriculture, Food and Environmental Sciences (COAFES), as well as from academic departments within and outside of the University of Minnesota. Research information that is available from cooperating public and private agencies will also be incorporated.

**b. Financial resources needed and sources**

Internal Extension funding  
COAFES Departmental funding  
Other University funding  
Corporate funding  
User fees

**c. Estimates of time needed**

Professional campus faculty and staff: 33 FTE  
Regional Extension Educators: About 25 FTEs  
Local / County Positions: 18 FTE

**d. Input indicators**

Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

**2. Outputs**

Publications / media presentations by Extension staff  
Meetings, workshops, educational events, demonstrations by Extension  
Individual consultations by Extension staff  
Publications/media presentations by others (within and outside the University)



Meetings, workshops, educational events, demonstrations by others  
Web-based tools and courses

### 3. Outcome indicators

- Public interest as determined by attendance at meetings, workshops, events and demonstrations
- Information transfer via consultations by Extension staff, website hits, etc.
- Knowledge gained by end-of-meeting evaluation forms
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this Extension effort

### 4. Anticipated methods of collecting input, output, and outcome information

- Web-based survey of staff to determine input time, media efforts, and meetings conducted, participation levels, etc.
- Survey of partners (university departments, commodity groups, agencies, etc.) to determine efforts made.
- Logs and organizational data on website hits, consultations and outcome anecdotes
- Post-meeting evaluation surveys of program participants
- Follow-up surveys approximately 3 – 6 months following participation

**Expected program duration:** Long-term

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**Program 2:** *Bountiful Horticulture: Gardens and Food*  
*Capacity Area: Agriculture, Food and Environment*

**Statement of Issue:** Consumer demand for horticultural crops has made them one of the fastest growing segments of US agriculture. Nutrition programs have created a greater demand for fruit and vegetable consumption for human health. Horticultural products, which include floral, nursery and vegetable crops, rank among the largest and fastest growing commodity groups in America.

**Geographic area to be served:** This program is in demand in all parts of Minnesota from rural, suburban and urban citizens. Components of this program are applicable to and shared with several other states.

**Performance goals:** Programming for this topic is geared to food crop producers and home gardeners anywhere in the state. Therefore, basic educational information on all aspects of horticultural production is an objective. Awareness is also important because it relates to some of the philosophical issues related to producing homegrown foods and gardening as a highly popular hobby.

**Key program components:** Bountiful Horticulture programs now integrate the following program components:

- Commercial Vegetable and Fruit Production

- Honeybees in Northern Climates
- Landscape Design
- Master Gardener
- Nursery and Plant Health
- Turf Management
- Yard and Garden Line

Programming will be accomplished using a variety of methods. In addition to traditional in-person meetings and use of printed materials, web sites will be used to transfer information and knowledge widely.

A core group of six Extension staff around the state form the nucleus of expertise for this large program. They coordinate programming efforts for various regions, as well as recruit and supervise Master Gardeners and other volunteers that are essential to program delivery. Staff development programs, regional conferences for the huge number of horticulture professionals, and classroom courses will be key parts of this program.

Program topics within Bountiful Horticulture programs address environmental issues, such as nutrient runoff, water use efficiency, and water quality improvement; biodiversity; pest management and reduced pesticide usage and remediation of contaminated soils.

Although these programs have been conducted for a number of years, the breadth of the program has increased because of increasing demand for educational programs about horticulture. This program will continue to utilize both train-the-trainer methods and direct delivery of information to end users. Our train-the-trainer programming will focus on Master Gardeners, as well as industry professionals. The most popular audience is Minnesota gardeners that are interested in flower and vegetable gardening and lawn care and landscaping. A relatively new audience is emerging – youth in the state who are interested in gardening as a learning activity.

**Internal (within UM) and external (outside UM) linkages:** This is a major Extension effort that includes the cooperation of several departments within the College of Agricultural, Food and Environmental Sciences at the University of Minnesota.

**Target audiences:** This program has at least four distinct audiences:

1. Home Gardeners
2. Master Gardeners and other volunteers
3. Horticulture professionals
4. Youth

**Evaluation framework:**

**1. Inputs**

- a. **Research base:** The research base for this effort will be drawn from the Minnesota Agricultural Experiment Station, as well as from experiment stations outside of Minnesota. Additional research information will be obtained from academic departments within COAFES, as well as from academic departments within and outside of the University of Minnesota. Research that is available from cooperating public and private agencies will also be incorporated.

**b. Financial resources needed and sources:**

Internal Extension funding  
COAFES Departmental funding

Other University funding  
Corporate funding  
User fees

**c. Estimates of time needed:**

Professional campus staff: 10 FTE  
Regional Extension educators: 6 FTE  
Local / County Positions: 9 FTE

**d. Input indicators**

Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

**1. Outputs**

Publications/media presentations by Extension staff  
Meetings, workshops, educational events, demonstrations  
Individual consultations by Extension staff  
Publications/media presentations by others (within and outside of the University)  
Meetings, workshops, educational events, demonstrations by others.  
Conferences, short courses and classes  
Summer Field Days  
On-line guides to assist in disease identification and identification of insects  
On-line “Ask a Master Gardner”

**1. Outcome indicators**

- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Information transfer via consultations by Extension staff, website hits, etc.
- Knowledge gained by end-of-meeting evaluation forms
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors traceable to this Extension effort.

**1. Anticipated methods of collecting input, output, and outcome Information**

- Web-based survey of staff to determine input time, media efforts, and meetings conducted, participation levels, etc.
- Survey of partners (university departments, commodity groups, agencies, etc.) to determine efforts made.
- Logs and organizational data on website hits, consultations and outcome anecdotes
- Post-meeting evaluation surveys of program participants
- Follow-up surveys approximately 3 – 6 months following participation

**Program Duration:** Long-term

## **GOAL 2. A Safe and Secure Food and Fiber System**

**Program 1:** *Food Safety: Producer to Consumer*  
*Capacity Area: Agriculture, Food and Environment*

**Statement of Issue:** Fifty percent of the food dollar is spent on meals prepared by the food service industry. The majority of food born outbreaks in Minnesota is related to improper handling in food service situations. Emerging trends to which the food service industry must adapt include food allergies, food irradiation and food born illness.

Many food safety and health concerns arise from game hunting. Anglers and hunters of deer, bear, moose, elk, wild turkey, ducks and other game birds can take steps to keep their food safe while reducing the risk of exposure to microbes and potential disease agents including the West Nile virus and Chronic Wasting Disease. Research-based food safety information to anglers and hunters is essential. Timing is critical for delivery of this material.

### **Geographic Area to be served:**

Food safety in restaurants and hunting is very important and is in strong demand statewide. In response, Extension offers both on-line and community-based, face-to-face courses about food safety. In addition, online information is available which expands the geographic reach of the program.

**Performance goal:** The ultimate goal is for producers and consumers to have knowledge of food safety issues. The objective for food safety training courses is to enable 95% of participants in courses to pass certification examination on the first try, and to provide continuing education opportunities for food managers and those working in the food industry. The goal of wildlife sport food safety programs is to educate hunters and anglers on food safety issues related to field dressing and processing of their prey.

### **Key program components**

The Food Safety for Food Service Workers program utilizes a web site, courses offered statewide, certification renewal courses, mini-poster series and other events.

Wildlife Sport Food Safety offers timely workshops in places where hunters gather in times when hunting is a popular recreational activities.

**Internal (within UM) and external (outside UM) linkages:** This is a major Extension effort that involves the cooperation of several University of Minnesota college and their faculty members. Faculty will continue to work with food processing companies and explore possibilities for additional program cooperation. Cooperating organizations for food safety programs include the Educational Foundation of the National Restaurant Association, Minnesota Department of Health, USDA, The Minnesota Department of Agriculture, Minnesota Department of Natural Resources, Minnesota Department of Health, Deer Hunter's Association, Wild Turkey Federation and the Minnesota Elk Breeders.

### **Target audiences:**

For food safety programs, audiences include:

- Restaurants
- Grocery store delis, resort kitchens and hotel kitchens
- Hospital and nursing home food service personnel

- School food services
- Food service managers
- Other food service establishment personnel
- Community events volunteers
- Hungers and Anglers
- Fishing and Hunting Guides
- The Tourism Industry

## Evaluation framework:

### 1. Inputs

- **Research base:** The research needed for this initiative derives from technical sources, as well as from social science literature on persuasion and decision-making. The technical literature grounds the program on defensible research results in the fields of biotechnology, public health, nutrition and related disciplines. This technical research is available from the Minnesota Agricultural Experiment Station projects and relevant departments at the University of Minnesota. The information is then transferred to target audiences. Social science research helps determine the degree to which target audiences find the information credible, useful, usable and suitable for adoption.
- **Financial resources needed and sources:** Resources are primarily internal from Extension and the University of Minnesota. User fees have been established for courses.
- **Estimates of time needed:**  
Professional campus faculty: 1.5 FTEs  
Regional Extension educators: 8 FTEs
- **Input indicators**  
Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

### 1. Outputs

Curricula presented by specialists to educators and target audiences  
Media campaign plans to coordinate teaching, PSAs, media and other outreach efforts  
Publications  
Open meetings, workshops and classes  
Certification Courses

### 3. Outcome indicators

- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Information transfer via consultations by Extension staff
- Knowledge gained by end-of-meeting evaluation forms and passing of certification tests
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops.
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors traceable to this Extension effort.

4. **Anticipated methods of collecting input, output, and outcome information**
- On-line surveys of staff to determine input time, media efforts and meetings conducted, participation levels, etc.
  - Surveys of specialists and relevant campus staff to determine curriculum content and media efforts
  - Logs and organizational data on website hits, consultation and outcome anecdotes
  - Post-meeting/workshops evaluations and tests of program participants
  - Follow-up surveys approximately 3-6 months following participation

**Expected program duration:** Long-term

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### **Goal 3: A Healthy, Well-Nourished Population**

**Program 1:** *Health and Nutrition Education*  
*Capacity Area: Family Development*

**Statement of Issue:** Sedentary lifestyles and poor dietary habits have contributed to the doubling of overweight frequency among children since 1980. Associated diseases, such as diabetes, are on the rise, robbing our families of quality of life. Action in communities can make a difference for prevention of disease and promotion of good health. Creating environments that promote healthy eating and physically active lifestyles is a positive approach to the complex issue of childhood overweight.

**Geographic Area to be served:** Statewide; pilot sites in 2004.

**Performance goal:** To bring people together to tackle complex health issues, facilitate dialog, build ownership, create common goals and ensure a plan of action related to childhood obesity. This program will be further developed and available to be replicated statewide.

**Key program components:** This community organizing programs focuses on encouraging youth leadership, recognizing and valuing cultural diversity in order to build unity and action, establishing partnerships and identifying resource contacts for technical assistance and financial support to achieve community goals.

**Internal (within UM) and external (outside UM) linkages:** Family Development will partner with the Community Vitality and 4-H Youth Development capacity areas, and the program will be housed in the College of Human Ecology, with support from COAFES, Food Science and Nutrition.

**Target audiences:**

- Individuals and groups from community who represent a broad range of backgrounds experiences and expertise: community coalitions, city councils, school boards, administration and food service, teachers, parents, students, health care providers and business. Special efforts will be made to combine with (not duplicate or displace) any existing group, agency or local work towards this health issue.

## Evaluation framework:

### 1. Inputs

#### a. Research base

REEs and campus support will search the literature for successful models and tools and will follow an adapted protocol from the University of California Berkeley, "Children and Weight: What Communities Can Do." Other program resources will come from the Minnesota Department of Education, the Minnesota Department of Health and other regional and national partners.

#### b. Financial resources needed and sources

Internal Extension funding  
COAFES Departmental funding  
Other University funding  
Corporate funding  
User fees

#### c. Estimates of time needed

Professional campus faculty and staff: .5  
Regional Extension Educators: 2.5 FTEs

#### d. Input indicators

Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

### 2. Outputs

Publications / media presentations by Extension staff  
Meetings, workshops, educational events, demonstrations by Extension  
Web-based tools and courses  
Community coalitions develop local goals and conduct activities

### 3. Outcome indicators

- Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
- Public interest as determined by attendance at meetings, workshops, events and demonstrations
- Promotional effort as determined by publications and media presentations made
- Information transfer via consultations by Extension staff, website hits, etc.
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this Extension effort

### 4. Anticipated methods of collecting input, output, and outcome information

- Web-based survey of staff to determine input time, media efforts, and meetings conducted, participation levels, etc.
- Survey of partners (university departments, commodity groups, agencies, etc.) to determine efforts made.
- Follow-up surveys approximately 3 – 6 months following participation

- Process evaluation regarding how the coalitions are working and what results coalition activities are having in respect to goals.

**Expected program duration:** Long-term

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## **Goal #4: An Agricultural System that Protects Natural Resources and the Environment**

**Program 1:** *Environmental Safety and Management*  
*Capacity Area: Agriculture, Food and Environment*

### **Statement of Issues:**

- Drainage and water management on drained lands is key to sustaining production and profitability. In recent years, public awareness and concern has increased about agricultural drainage and its impact on the quality and quantity of water resources.
- In 2000, Minnesota farmers raised 910,000 dairy and beef cows, 9,265,000 pigs and 43,500,000 turkeys along with significant numbers of broiler chickens, and laying hens. The manure generated from these animals can negatively impact the air and water quality of the state. Meeting federal, state and local regulations requires innovations in technologies and management practices.
- Pest and pesticide management can affect the bottom line of Minnesota industries from livestock production to transportation of commodities to tourism. Pest and pesticide management influence the health and economics of the urban infrastructure. The aesthetics and economics of public areas such as parks, golf courses, schools, stores lakes and rivers are also influenced by management of pests. Finally, pesticide safety and security, of which education and outreach play a central role, have emerged as recognized priorities for national security.
- Application of industrial, municipal, or agricultural by-products to soil can be both environmentally and economically sound by recycling a waste product and by serving as a nutrient source to plants. The recommendations and innovations of researchers must be disseminated in order to make the disposal of by-products less hazardous.

**Geographic Area to be served:** Statewide. Programming varies based on regional need; multi-state activities will occur

### **Performance goal:**

- Increase awareness of drainage needs, alternatives and impacts within the target audience through applied research, demonstration and education. Through awareness, the target audience will make management decisions that are sound for agriculture and the environment.
- Through education and awareness to target audiences, these safety programs will: 1) enhance the public's health and the quality of the environment; 2) enhance the health and safety of managers and their families; 3) encourage and facilitate the professionalism and



quality of decision-making of professionals dealing with environmental and waste safety; and 4) facilitate public discussion of safety-related issues.

### **Key program components:**

Public education in this area focus on four areas of programming:

- Drainage Education and Water Management
- Manure Management Education
- Pesticide Safety Education
- Waste and By-product Management

### **Internal (within UM) and external (outside UM) linkages:**

A very wide variety of community-based stakeholders, professional associations, state agencies and federal departments are linked to management efforts in these programs. Primary links are held with the Minnesota Pollution Control Agency, the corn and wheat research and promotion councils, industry partners and state agencies who manage various aspects of environmental safety. Within the University of Minnesota, educators are linked to the Minnesota Agricultural Experiment Station's Rapid Agricultural Response Fund.

### **Target audiences:**

- Farmers/landowners
- Drainage contractors
- Land Grant University administrators and decision-makers
- Public agency staffs
- Professional engineers
- Professionals in health, safety, pesticide, compliance and environmental public interest professions
- Pesticide application officers in aquatic and building maintenance industries
- Agriculture, horticulture and forestry producers
- Waste managers
- Home horticulturalists

## **Evaluation Framework**

### **1. Inputs**

- a. **Research base:** The research needed for this initiative derives from technical sources, as well as from the social science literature on persuasion and decision-making. The technical literature helps ground the program on defensible research results in the fields of waste and by-product management, chemical safety and drainage education and water management. This technical research is available from the Minnesota Agricultural Experiment Station projects and other relevant departments at the University of Minnesota. The information is then transferred to target audiences. Social science research helps determine the degree to which the target audiences find the information credible, useful, usable and suitable for adoption.
- b. **Financial resources needed and sources:** Resources are primarily internal from Extension and the University of Minnesota. User fees have been established for courses.
- c. **Estimates of time needed:**  
Professional campus staff: .5 FTEs  
This program leverages time commitments from partnering organizations.
- d. **Outcome indicators**  
Extension effort made in terms of time invested by Extension and others to

plan, deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

**2. Outputs**

- Curricula presented by specialists to educators and target audiences
- Media campaign plans to coordinate teaching, public service announcements, media and other outreach efforts
- Open meetings, workshops and classes
- Publications, CD-ROM tutorials and fact sheets
- Web sites and on-line educational forums
- Professional Certification Manuals and Courses
- Logs and record-keeping publications
- Research Forums
- Annual agricultural drainage and water quality field days

**3. Outcome indicators**

- Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Promotional effort as determined by publications and media presentations made
- Information transfer via consultations by Extension staff
- Knowledge gained by end-of-meeting evaluation forms and passing of certification requirements
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops.
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors traceable to this Extension effort.

**4. Anticipated methods of collecting input, output, and outcome information**

- On-line surveys of staff to determine input time, media efforts and number of meetings conducted, participation levels, etc.
- Surveys of specialists and relevant campus staff to determine curriculum content and media efforts
- Logs and organizational data on website hits, consultation and outcome anecdotes
- Post-meeting/workshops evaluations and tests of program participants
- Follow-up surveys approximately 3-6 months following participation.

**Expected program duration:** Long-term

**Program 2 - 4:** *Capacity Area: Natural Resources and the Environment*

Faculty in the NRE (Natural Resources and Environment) Capacity Area provide credible information and solutions for common natural resource and environmental issues facing Minnesotans every day, including property owners, home owners, local units of government, and others interested in natural and built environments. We offer information and solutions based on

the most recent available research, we quickly respond to emerging issues, and we tailor our products and services to match customer needs.

The NRE (Natural Resources and Environment) Capacity Area contains three Areas of Expertise that are relevant to Goal #4:

- Natural Resource Management and Utilization (NRMU)
- Environmental Science Education (ESE)
- Water Resource Management and Policy (WRMP)

**Geographic Area Served by all NRE Programs—Statewide and Multi-state**

All NRE programs are available statewide. Specific programs are tailored to needs in different eco-regions. In addition, five counties and one private foundation have purchased all or a portion of a staff position that can bring natural resources and environmental programs to their counties.

**Evaluation Framework (Inputs, Outputs, Indicators and Methods for ALL Natural Resource and Environment Programs Listed Under Goal #4)**

**1. Inputs**

**. Research base**

The research base for this effort will be drawn from the following colleges, departments, centers, and programs:

- The College of Natural Resources
  - Department of Forest Resources
  - Department of Bio-based Products
  - Department of Fisheries, Wildlife and Conservation Biology
  - Water Resources Center
  - Sea Grant Minnesota
  - Tourism Center
- College of Agriculture, Food and Environmental Sciences
  - Department of Applied Economics
  - Department of Biosystems and Agriculture Engineering
  - Department Soil, Water, and Climate

Other academic departments within and outside of the University of Minnesota will broaden our research base. Research information that is available from cooperating public and private agencies will be consulted as well.

**. Financial resources needed and sources**

Federal and State Extension funding  
College of Natural Resources and Departmental funding  
Water Resources Center, Sea Grant  
Private Foundations  
Educational services contracts  
Federal, state, regional and local grants & agencies  
User fees

**. Estimates of time needed**

Professional faculty and staff: 7.5 FTE's  
Regional Extension Educators: 19

- **Input indicators**

- Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
- Promotional effort as determined by publications and media presentations made

1. **Outputs**

- Training & short courses
- DVD/Videos/CD's training modules
- National satellite conferences
- Publications / media presentations by Extension staff  
Meetings, workshops, educational events, demonstrations
- Curriculum  
Individual consultations by Extension staff  
Publications/media presentations by others (within and outside the University)  
Meetings, workshops, educational events, demonstrations by others  
Web-based tools and courses

1. **Outcome indicators**

Knowledge gained by end-of-meeting evaluation forms

Behavior change resulting from participation in educational programs as documented through follow-up surveys and interviews with participants and individuals receiving assistance from NRE program volunteers (e.g., woodland advisor and shoreland education volunteers)

Long-term changes in behavior and practices as determined by follow-up surveys with those attending meetings, events and workshops

Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs

Public interest as determined by attendance at meetings, workshops, events and demonstrations

Promotional effort as determined by publications and media presentations made

Information transfer via consultations by Extension staff, website hits, etc.

Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this Extension effort

1. **Anticipated methods of collecting input, output, and outcome information**

- Logs and organizational data on website hits, consultations and outcome anecdotes
- Post-meeting evaluation surveys of program participants
- Follow-up surveys, interviews and focus groups approximately 3 – 6 months following participation
- Web-based survey of staff to determine input time, media efforts, and meetings conducted, participation levels, etc.
- Survey of partners (university departments, commodity groups, agencies, etc.) to determine efforts made.

## **Program 2**    *Natural Resource Management and Utilization (NRMU)*

### **Statement of Issues**

Private woodland owners collectively own about 6 million acres of Minnesota's most productive forestland, over 40% of the total. The decisions of these landowners affect our state's \$8 billion forest products industry, recreational opportunities, and the culture of our state. Every timber sale involves a logger. Many involve a forester. Maintaining Minnesota's competitive advantage in fiercely competitive wood products markets requires cutting-edge research and education to support our wood products businesses. Improvements in wood processing efficiency can strengthen existing companies and give them a competitive advantage in today's global marketplace. Extension programs help loggers and foresters incorporate the best guidelines and practices to ensure the long-term productivity of Minnesota's forested land base.

### **Geographic Area—Statewide and Beyond**

In addition to our statewide effort, our Natural Resource Management Utilization (NRMU) faculty will continue to seek out opportunities to reach audiences in states outside Minnesota.

### **Performance Goal**

NRMU work primarily focuses on:

- Helping private woodland landowners in forested and agricultural regions of Minnesota maintain the health, productivity, and vitality of their land.
- Helping foresters and loggers ensure that their operations maintain or increase the long-term productivity of our forest land and their businesses while growing the critical forest-based economy.
- Helping wood-using businesses to grow in an intensely competitive, global marketplace.
- Raising awareness of agricultural landowners of the opportunities of crops that provide renewable energy.

### **Key Program Components**

Seven program components ensure that every Minnesotan, now and in future generations, can continue to enjoy and benefit from our wealth of natural resources.

The *Woodland Advisor Program* helps Minnesota's private owners manage nearly six million acres of our most productive forestland—just under half of the state's forestland. The *Woodland Advisor Program* provides landowners with learning and leadership opportunities around forest ecology, forest products, and agroforestry issues. These landowners volunteer to help others find accurate, research based information and to address issues of sustainability within learning communities.

*Improving the Competitiveness of Minnesota's Wood Products Businesses.* Maintaining Minnesota's competitive advantage in wood products markets requires cutting-edge research and education. The University of Minnesota Department of Biobased Products and Extension Service offer a variety of programs to help the state's wood using industry improve its efficiency, profitability, and competitiveness. Diverse educational offerings address training and information related to sawing, drying, machining, grading, and marketing wood products.

*Logger and Natural Resource Manager Education.* Courses reach forest-based businesses and natural resource management with new research, changing resource conditions, new technologies, revised policies, and changing landowner and societal views about managing forests. These

classes meet the membership requirements of the Minnesota Logger Education Program and help businesses stay ahead of rapidly changing market conditions.

*Non-Timber Forest Products Development.* One of the keys to a strong industry is diversification. Unique foods, decorative products, beautiful stems used in flower arrangements, plants used for herbal medicines, all abundant in Minnesota's forests, can support diversification in this industry. For forest landowners, artisans and entrepreneurs, these Specialty Forest Products provide an opportunity to earn income as a sideline or as a primary business. A featured program is The Goods from the Woods Marketplace, in Grand Rapids, Minnesota, a unique regional educational event with an "Up North" marketplace.

*Tree Inspector Certification/Recertification Program.* The 800+ Municipal Tree Inspectors in Minnesota are required to be certified on an annual basis by the Minnesota Department of Agriculture. Their effectiveness depends upon their ability to apply current researched-based information in the context of protecting their communities' tree resources. The University of Minnesota Forest Resources Extension staff is in the best position to provide the education that is necessary for certification/recertification. The FR Extension staff provides regional, face-to-face training for a moderate price (\$85.00 per person). Recertification is also available through a self-study program administered by the Extension Service.

*Shade Tree Short Course.* The Shade Tree Short Course is an annual 2-day conference about urban forest management and tree care designed for those not normally considered to be "tree people," including engineers, architects, city planners, and city officials.

*The Tree Care Advisor Program* is an advanced training program for individuals interested in becoming *Tree Care Advisors*. TCA volunteers provide their communities with a valuable pool of educated stewards to support and enhance our urban and community forests.

**Internal (within UM) and external (outside UM) linkages:**

State Specialists from the College of Natural Resources' three departments (Forest Resources, Fisheries, Wildlife and Conservation Biology, and Biobased Products) contribute a great deal to our NRMU programs.

**Target audiences**

Private woodland owners and farmers throughout the state of Minnesota.

Landowners, especially owners of small (<20 acre) parcels, who are underserved by existing technical and educational programs

Collaborators who can reach a larger proportion of the ever increasing pool of new landowners.

Additional audiences served will include local, regional and state governmental units and youth.

- Woodland owners
- Land and resource managers
- Forestry contractors and consultants
- Primary wood products processors
- Secondary wood products processors
- Small business entrepreneurs and managers
- Loggers and the transportation industry
- Christmas tree growers

**Expected program duration:** Long-term

### **Program 3: *Environmental Science Education (ESE)***

**Statement of Issue:** Each Minnesotan makes decisions every day that affect the natural and social systems in abstract and complex ways. Everyday decisions in washing a car, tossing a bag of garbage into a trashcan and keeping lights on in the house have an impact on our water quality, landfills and chemical pollution. Minnesota Statute 115A.073 states that pupils and citizens should be able to apply informed decision-making processes to maintain a sustainable lifestyle. Complete statute: [http://www.seek.state.mn.us/eemn\\_g.cfm](http://www.seek.state.mn.us/eemn_g.cfm)

This requires a significant level of awareness, specialized knowledge and critical thinking skills. ESE programs focus both on 1) development of innovative and effective environmental science programming for youth and higher education students, and 2) training environmental science practitioners in effective teaching methods. All programs are grounded in environmental education research.

### **Geographic Area to be served—Statewide**

**Performance goal:** Environmental Science Education programs:

- Protect & enhance Minnesota’s natural resources and environment through improving environmental science education
- Target underrepresented youth audiences in Minnesota.
- Provide content trained natural resource professionals, formal/non-formal educators, and teachers with access to sound environmental education practice as well as providing content knowledge.
- Support the enforcement of Minnesota Statute §115A.073

### **Key program components:**

#### *Best Management Practices for Environmental Field Days*

- Participants learn the best practices for planning and delivering effective environmental education field days based on research, surveys, relevant literature, and observations.
- By training these educational providers, our *Environmental Science Education* team will effectively and efficiently reach thousands of youth that participate in environmental field day events.

#### *Outdoor Corps*

- High school students monitor the clarity of water, the potential for excess vegetation growth, and the overall health of lakes.
- Members of lake associations, lakeshore residents, and other receive research based information about their lakes, interpretations of what it means, and recommended actions to take. Results are available throughout the summer by website.
- Information and recommendations provided by this program will give participants specific information about how to maintain or improve their lakeshore environment. Studies have pointed to the link between water clarity and lakeshore property value.

#### *Environmental Science Education Workshops*

Environmental science education workshops are presented by Extension Educators who are trained and certified in the following curriculum: Wonderwise, Project WET, Project Learning Tree, PLT Fire, Project WILD, and Project Food, Land & People. Participants:

- Walk away with practical, ready-to-use environmental activities, curriculum, and resources.
- Receive ideas on how to localize the curriculum to an area/habitat.
- Learn innovative ways to help audiences gain insight about the natural world.

**Internal (within UM) and external (outside UM) linkages:**

State Specialists from the College of Natural Resources' and the University of Minnesota Duluth Campus contribute a great deal to our ESE programs.

**Target audiences:** Practitioners (teachers, field day organizers, state, regional and local agency staff, students, citizens interested in environmental education

**Expected program duration** Long-term

**Program 4:** *Water Resource Management and Policy (WRMP)***Statement of Issues**

- Many of the 600,000 septic systems in Minnesota do not receive the attention and maintenance necessary to keep them operating as a long-term sustainable solution to protect valuable ground and surface water resources. Improved management protects human and environmental health, and protects the owner's property investment while providing peace of mind and reliable operation.
- In 1997, the US Environmental Protection Agency documented the need to protect drinking and recreational water resources by resolving wastewater treatment needs in unsewered areas using a decentralized concept.
- The pressure on our water resources is demonstrated by data collected by the Minnesota Dept of Natural Resources. Between 1967 and 1982 the number of homes on lakes outside the metro area grew by 74%. Seasonal homes increased 63%. Permanent homes increased by 99.5%. Many small cabins have been replaced by large homes, and, as available lake and river frontage becomes scarce, more and more marginal lands are being developed.
- The major obstacle to clean lakes and streams in Minnesota is nonpoint source pollution. Cities and urban areas contribute to the problem when rain and snowmelt wash sediment, nutrients, bacteria and toxic materials down storm drains which connect directly to surface water. Starting in 2003, the Minnesota Pollution Control Agency requires over 200 cities to implement Stormwater Pollution Prevention Plans. Extension Educators are helping meet this need for stormwater education by programming in construction site erosion control, land use planning, stormwater infiltration and filtering practices, environmental sensitive yard care, and clean water public information programs.

**Geographic Area**—Minnesota and beyond

**Performance goal**

The primary focus of the Water Resource and Management programs is to provide key audiences with the tools, skills education and alternative solutions that make Minnesotans good stewards of Minnesota's waters and shorelands.

**Key Program Components***Home Operation and Maintenance Education*

The primary focus of homeowner and general public education is to provide information which enables these people to operate systems and set appropriate public policy aimed at safely recycling residential wastewater back into the natural environment.

*Small Community Wastewater Education Program*



Minnesota has thousands of rural "unsewered" communities that need help finding viable solutions to their wastewater. This program provides residents and community leaders with the tools they need to make viable solutions based on the solid environmental, financial and social needs of the community.

The *Shoreland Education Program* is conducted in cooperation with the University of Minnesota Water Resources Center and Sea Grant programs. Workshops, offered on a regular basis throughout Minnesota, are available in three main subject areas – shoreland revegetation, Shoreland Volunteers, and shoreland plant identification.

#### *Stormwater Education*

Extension Regional Extension, have contributed to two inter-agency publications addressing Minnesota's new phosphorus lawn fertilizer law; a short two page information sheet for consumers, and an in-depth twenty page booklet for lawn care professionals and yard and garden retailers.

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## **GOAL 5: Enhanced Economic Opportunity and Quality of Life**

### **Program 1: *Agricultural Workplace Safety and Health***

*Capacity Area: Agriculture, Food, and Environment Capacity Area Programs*

**Statement of Issue:** Agriculture now ranks as the nation's most dangerous industry. Farming has the highest rate of work-related deaths and disability, and the meat-packing industry and other labor-intensive sectors of Minnesota's food economy have the highest rates of nonfatal injuries, including repetitive trauma. In order to assure that worker safety issues do not limit the growth and long-term success of Minnesota's food-related industries, University of Minnesota Extension educates workers and leaders through practical publications and workplace programs.

**Geographic Area to be served:** Statewide. This program trains professionals who expand the reach of this content through their ongoing involvement across the state. Multi-state activities will occur.

**Performance goal:** To reduce hazards and improve specific safety-related behaviors in the work environment related to the agriculture and food industry.

**Key program components:** Agricultural Workplace Safety and Health reaches its audiences with practical tools and workshops that provide timely information related to safety and health. Topics include coping with stress, farm machinery fires, data about injury and fatality rates, lessons in farm safety, education for children about safety on the farm, workshops for health care professionals related to farm health and safety guidelines for gardeners who are new to growing crops in America.

**Internal (within UM) and external (outside UM) linkages:** Content specialists for this issue come from the University's Center for Public Health Education and Outreach, the School of Public Health and the Experiment Station's Rural Rehab Technology program. A cooperating organization for this endeavor includes the National Institute for Occupational Safety and Health, as well as community partners who provide access to the target audiences.

**Target audiences:** Besides the agricultural industry, this program reaches out to specialized audiences such as the Hmong community, health care professionals, and farm children through workshops, continuing education and lesson plans.

Other audiences include:

- Health professionals
- Farmers
- Agricultural and food industry workers
- Rural leaders
- Parents

## Evaluation Framework

### 1. Inputs

- **Research base:** The research needed for this initiative derives from technical sources, as well as from the social science literature on persuasion and decision-making. The technical literature helps ground the program on defensible research results in the fields of public health and rural safety. This technical research is available from the Minnesota Agricultural Experiment Station, the Center for Public Health Education and the School of Public Health. The information is then transferred to target audiences. Social science research helps determine the degree to which the target audiences find the information credible, useful, usable and suitable for adoption.
- **Financial resources needed and sources:** Resources are primarily internal from Extension and the University of Minnesota. User fees have been established for courses.
- **Estimates of time needed:**  
Professional campus staff: .5 FTEs  
Other positions funded by collaborative organizations and funders
- d. **Input indicators**
  - Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
  - Promotional effort as determined by publications and media presentations made

### 2. Outputs

Safety and Health Information Clearinghouse  
Publications and informational handouts  
Lesson plans for education of youth in the classroom  
Farm Safety Day Camps for Children  
Accredited, online continuing education course  
Workshops  
Guidelines for Hmong Gardeners

### 3. Outcome indicators

Public interest as determined by attendance at meetings, workshops, events, Demonstrations  
Information transfer via consultations by Extension staff  
Knowledge gained by end-of-meeting evaluation forms and passing of certification tests  
Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops.  
Causal connections between the program events and participant behaviors as

reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this Extension effort.

**4. Anticipated methods of collecting input, output, and outcome information**

- On-line surveys of staff to determine input time, media efforts and meetings conducted, participation levels, etc.
- Surveys of specialists and relevant campus staff to determine curriculum content and media efforts
- Logs and organizational data on website hits, consultation and outcome anecdotes
- Post-meeting/workshops evaluations and tests of program participants
- Follow-up surveys approximately 3-6 months following participation.

**Expected program duration:** Long-term

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**Program 2**    *Community Youth Development and 4H Youth Development*  
*Capacity Area: Youth Development*

**Statement of Issue:**

*The central issue addressed by the Youth Development Capacity Area is the provision of quality learning opportunities during non-school hours.* Minnesota has the highest percent of 10- 12 year olds home alone in the nation. Research shows that non-school hours are critical hours for learning and development and for preventing risk behaviors. Research also shows that quality matters in providing opportunities for youth to acquire knowledge and skills in out-of-school hours. Children need learning experiences that create a sense of mastery and confidence through knowledge gain and skill development in content areas relevant to communities.

*A second critical issue is the development of contributing citizens and leaders.* Service learning is a key building block for citizenship and leadership. Developing a sense of “mattering” to a community is essential to youth who become engaged in their own learning and to their communities.

*A third critical issue is the need for professionals and community leaders who are prepared to provide positive out-of-school experiences to youth.* Leaders, policy makers, practitioners, citizens and organizations must be committed to creating environments where quality experiences are accessible to all children. This requires collaboration among youth-serving organizations, and the infusion of passion and skill into the workforce that serves youth. When informed about the issues and opportunities of out-of-school time, communities can mobilize to use this time as an asset for the future of youth and their community.

**Geographic Area to be served:** These programs are offered statewide and program coordinators have been placed in every county through local contracts

**Performance goal:** The goal of the Youth Development Capacity Area is to make a measurable difference in the quality, availability and impact of positive out of school time opportunities for the learning and development of all Minnesota children and youth 6 – 18 years of age.

In the coming two years, the capacity area will develop a longitudinal study to assess the long-term impact of 4H by the end of 2005. The study will follow a randomly selected group of young people gathering baseline data at enrollment through participation, assessing all aspects of their 4-H experience, impact on key developmental outcomes and how 4-H may teach them skills for success as adults.

**Key program components:**

- *4H Clubs* (hands-on learning experiences that develop a sense of belonging as well as responsibility in a group of youth of different ages working closely with a caring adult)
- *4-H Adventures* (shorter term, hands-on learning opportunities such as camps, speech contests and other activities designed to engage youth in their own learning and provide opportunities for public recognition and accomplishment.
- *4-H Programs at County and State Fairs* (the opportunity for everyone to see the hard work of 4-H youth, and to give 4-H youth a focal point for displaying the products of their learning opportunities)
- *Making the Case for Out-of-School Time* (an outreach program that engages leaders and practitioners in research that proves out-of-school time as a good investment)
- *Minnesota Youth Work Institute* provides multiple, largely non-credit courses or workshops for youth development practitioners around the state and especially in the metro area.

**Internal (within UM) and external (outside UM) linkages: .**

External: The Minnesota Commission on Out-of-School Time is dedicated to crafting a vision and strategies to ensure all 8 to 18 year olds in Minnesota have support and opportunities for learning and development in the non-school hours. The Commission is a part of the University's Presidential Initiative on Children, Youth and Families and is designed to study the issues and make recommendations at multiple levels. The Commissioners come from around the state and include youth. ([www.MNCOST.org](http://www.MNCOST.org)). Other external partnerships include the President's Out of School Time Partnership and Minnesota's America's Promise Initiative.

Internal. Youth development programs intersect with varied University academic centers that can provide information related to the comprehensive needs children. They include the Children Youth and Family Consortium, the Division of Adolescent Health, The Knopka Institute of the Adolescent Health Unit, The Institute for Child Development, The Department of Kinesiology and Leisure Studies, The Department of Sociology, Department of Social Science, Department of Human Ecology, School of Social Work and Department of Work, Family and Community.

**Target audiences:**

- All young people in the state of Minnesota
- Youth Workers and volunteers
- Youth-serving organization
- Parents
- Policy-makers, community leaders and organizational leaders

**Evaluation Framework**

**1. Inputs**

- **Research base:** Faculty in the Center for 4-H Youth Development, the College of Human Ecology and the College of Education and Human Development provide the initial research connections for this program.

- **Financial resources needed and sources:**
    - Internal Extension funding
    - COAFES Departmental funding
    - Other University funding
    - Foundation funding
    - User fees
    - Corporate Partner
    - Alumni Donors
  - **Estimates of time needed:**
    - 36 Regional Extension Educators
    - 11 Faculty and State Specialist Positions
    - 80 FTE County Purchased Positions
    - 3 Research Specialists on Grant Funding
  - **Input indicators**
    - Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
    - Promotional effort as determined by publications and media presentations made
- 2. Outputs:**
- A full range of high quality hands-on learning opportunities with and for youth during non-school hours – from long-term involvement to short term activities
    - Youth involvement in county and state fair learning opportunities
  - Communications contests
  - Workshops and institutes for practitioners and volunteers who work with youth
  - CD Ram presentations, power point presentations, video clips, discussion guides and worksheets for public presentations
  - Community Symposium on out-of-school time
  - Web-based resources
  - The Howland Family Endowment Symposium Series on Out-of-School Time
- 3. Outcome indicators**
- *Youth* will become competent, caring, confident, connected and contributing citizens and leaders of character
  - *Adults* will understand and effectively provide a range of supports and opportunities for youth
  - *Youth workers* (paid and volunteer) will understand and intentionally support the learning and development of children and youth during non-school hours
  - *Organizations* will deliberately design and effectively implement high quality youth and development opportunities (from activities to events to programs) that support the learning and development of youth people
  - *Communities* will show commitment to intentionally and effectively supporting quality out-of-school opportunities for learning and the positive development of young people
- 4. Anticipated methods of collecting input, output, and outcome information**
- Youth participation data, including enrollment data
  - Training participation data which tracks key indicators such as duration, intensity and breadth of participation
  - Stakeholders satisfaction and input data gathering via on-line surveys, interviews and written surveys

- Pre and post tests of knowledge gained for educational events including training and workshop for immediately perceived knowledge gain
- Random sampling of outcomes of youth involved in long-term participation in community events, tracking quality of experience, quality of the 4-H environment and key developmental outcomes such as sense of mastery, positive view of the future, self-worth and relationships built

**Expected program duration:** Long-term availability

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**Program 3:** *Community Economics*  
**Capacity Area:** *Community Vitality*

**Statement of Issue:** Critical to the survival of rural communities is the local response which acknowledges that communities need to be proactive and strategic, taking matters of future survival in their own hands. (Heartland Institute, 2000)

*The first critical issue addressed is the health of local businesses.* When businesses leave town, there is a disruption of employment and service options that affect the lives of all. In agricultural economies, local businesses affect quality of life for farmers who need health care, local vendors, and places for the next generation to work if they want to stay close to home. The first step in keeping communities vital is to take care of local employers, addressing their needs, concerns and building their commitment to the local area.

*The second critical issue is the need for industry diversification.* Economies that rely upon only one business or industry for their economic base can suffer population losses, dependence upon government subsidy and loss of wages relative to communities around them.

*The third critical issue is the demand for new thinking and new skills within existing businesses as technology, diversity and globalization affect Minnesota business.* The North American Free Trade Agreement, the anticipated signing of the Central American Free Trade Agreement, the growth of international corporations, and increased technological capacity to communicate internationally obligates old businesses to develop new competencies and new ideas in order to compete.

**Geographic Area to be served:** Statewide: Regional educators serve greater Minnesota. Campus specialists meet requests for programming in the Twin Cities area. Multi-state activities will occur.

**Performance goal:** The primary goal of Community Economics programs is to create a network of informed residents who are engaged in thinking strategically about the future of their community's economy. A special emphasis over the coming years will be the formation of partnerships that can expand the reach of existing programs.

**Key program components:**

*The Business Retention and Expansion (BR&E) Strategies Program* (A 9-month community research project brings community leaders together with business to plan for the future.)

*The BR&E Consultant Certification Course* (A course prepares economic development professionals and others to deliver the BR&E Strategies Program)

*Minnesota Rural Health Works* (A series of discussions focus communities on the economic benefit of preserving the local health care industry)

*Retail Sector Analysis programs* (Research and workshops provide an analysis of the local retail economy as well as successful strategies for small stores that compete with big box stores)

*Certified Festival Management* (A course provides continuing education for staff and volunteers who want to invigorate local economies with festivals.)

*Community Tourism Programs* (Local research and discussion features the role tourism can play in local economies)

*At Your Service Programs* (A course provides practical strategies for effective customer service. A new adaptation incorporates discussion of service to customers from diverse cultures.)

*Access E programs* (workshops and web guides help individuals and groups make decisions about how the internet can support the local work force and economy.)

**Internal (within UM) and external (outside UM) linkages:** The Department of Applied Economics, the Department of the Department of Design, Housing and Apparel and the Department of Forest Resources provide Extension with research that is used by Community Economics program teams. Additional cooperative relationships exist with the Humphrey Institute of Public Affairs and the University of Minnesota in Duluth. . Examples of external partnerships include the Minnesota Office of Tourism, the Minnesota Department of Rural Health and a variety of public and nonprofit associations committed to economic development in Minnesota and across the nation, especially related to rural development.

**Target audiences:**

- Economic development groups—formal and informal
- Small business owners, employees and their associations
- Tourism associations
- Industry associations (e.g., Arts Councils)
- Community volunteers
- Communities where there are critical access hospitals
- Festival workers and volunteers
- Elected and appointed leaders

**Evaluation Framework**

**1. Inputs**

- a. Research base:** The research that grounds each of the Community Economics programs is garnered from a collection of research sources within and outside of the University of Minnesota. Community Economics program leaders also review trends and research in order to examine how new economic trends impact communities and how communities can respond.
- b. Financial resources needed and sources:**
  - Internal Extension funding
  - COAFES Departmental funding
  - Other University funding
  - Private foundation funding
  - Program fees
- c. Estimates of time needed:**
  - 4 Regional Educators
  - 5 Tourism Center staff
  - 2.5 research specialists
- d. Input indicators**
  - Extension effort made in terms of time invested by Extension and others to plan,

deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

**2. Outputs:**

- Community-based presentations and workshops
- Long-term community research projects
- Certification Training Sessions
- Web-based guides and resources
- Facilitated community meetings
- Train-the-trainer sessions
- Consultation

**3. Outcome indicators**

- Public interest as determined by attendance at meetings, workshops, events and demonstrations
- Community interest as determined by requests for services based on outcomes from other communities.
- Knowledge gained as described by participants at end-of-program evaluation forms
- Participant satisfaction surveys
- Improved social capital in communities
- Community-based behavior change as measured by examination of strategic planning efforts and behavior change noted in post-program contacts.

**4. Anticipated methods of collecting input, output, and outcome information**

- Pre and Post-surveys
- Tracking of community interest and contract development
- Program evaluation forms
- Social capital surveys – pre and post where interventions are long-term
- Interviews with key stakeholders

**Expected program duration:** Long-term

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**Program 4:** *Leadership and Civic Engagement*  
*Capacity Area: Community Vitality*

**Statement of Issue:** According to a study of community leaders done by Cornell University and the Heartland institute done in 2002, community leaders face a number of specific and complex challenges, including:

- Doing more with Less
- Mandates from Above
- The rapids of change and unexpected events
- Complexity of Issues
- Economic Realities
- Social and Cultural Unrest
- Loss of Confidence in Institutions
- Fear of "Assassination"



Because of these challenges, quality community leadership and civic involvement is critical. Educated community leaders and groups can use very specific processes, identified by research-based practice, to assure that local democracies work better as they learn about issues, gather information, shape policy and involve residents.

**Geographic Area to be served:** Statewide. Multi-state activities will occur.

**Performance goal:** The primary goal of leadership and civic engagement programs is to help leaders and residents *act knowledgably*, and *act together* to solve problems and build a future for Minnesota's communities. These programs have a strong track record, especially with communities and groups that engage in long-term educational programs. Our goal in the coming years is to meet a high demand for programs and to attract communities to long-term leadership and civic engagement programs that are known to have an impact. We will do this through short-term exposure to the content of the programs, and by attracting the partnership of organizations that have similar goals and need our research-based expertise.

**Key program components:** Four key program elements come together to form the leadership and civic engagement area of expertise:

Through *U-Lead programs*, emerging, existing and elected community leaders build skills and confidence.

*U-Facilitate* programs offer local citizens, workers and leaders skills and experiences in making meetings and community-based decision-making work.

The *Civic Connections Program* helps communities mobilize active and skillful individuals as assets to communities and conduct formal assessments of social capital in their community.

*Access eGov and Access eNonprofit* trainings and web guides help design teams of government workers, nonprofit organizations and citizens think critically about how to use the Internet to involve, serve and inform citizens.

**Internal (within UM) and external (outside UM) linkages:** These programs work with the Humphrey Institute of Public Affairs to consider leadership research and its effects on community leadership. Additional research and program delivery methods are drawn from regional and national professional networks that examine leadership and the effects of social capital, including the North Central Regional Center for Rural Development, the Association of Leadership Educators, the Community Leadership Association, the International Association of Programs for Agricultural Leadership, the Northwest Area Foundation, the Kellogg Foundation and the University of Missouri EXCEL program, to name a few.

**Target audiences:**

- Community groups, committees and boards
- Local units of government
- Public service organizations
- Elected and newly elected persons at county, city, school board and township levels of government
- The natural resources sector
- Ag production and agri-business groups
- Individuals interested in developing skills for local leadership

- Persons and groups from historically underrepresented or underserved populations, with special focus on women and leadership

## Evaluation Framework

### 1. Inputs

- h. **Research base:** Leadership and facilitation research is drawn directly from leadership theories of University of Minnesota scholars Robert Terry and Extension appointees John Bryson and Barbara Crosby of the Humphrey Institute (Leadership for the Common Good, 1991) to support the specific program content. The Community Vitality Capacity Area is also utilizing research development in social capital to both shape this work and examine its impact. The curriculum resource *Facilitation Resources*, based on research-based content about group dynamics and management strategies, conflict and change and organizational and community planning is a product of the collaboration with the Humphrey Institute and is a foundation for group-based work of the leadership and civic engagement area of expertise.
- h. **Financial resources needed and sources:**
  - Internal Extension funding
  - COAFES Departmental funding
  - Other University funding
  - Foundation funding
  - User fees
- h. **Estimates of time needed:**
  - 8 Regional Educators
  - 2 local positions
  - 1.5 campus and research specialists
- h. **Input indicators**
  - Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
  - Promotional effort as determined by publications and media presentations made

### 2. Outputs:

- Customized training and coaching
- Workshops – one time and series
- Consultations
- Long-term programming with cohort groups
- Community and individual assessments
- Applied research

### 3. Outcome indicators

- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Information transfer via consultations by Extension staff
- Knowledge gained by end-of-meeting evaluation forms and passing of certification tests
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops.
- Enhanced social capital in communities as events breed bonds and trust
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors traceable to this Extension effort.

4. **Anticipated methods of collecting input, output, and outcome information**
- On-line surveys of staff to determine input time, media efforts and meetings conducted, participation levels, etc.
  - Observation of successful public discussions and decisions related to community planning
  - Community Leadership Pre and Post Assessment using tool validated by the University of Missouri
  - Social Capital Assessment Tool currently being piloted by the University of Minnesota and the Northwest Area Foundation
  - Post-meeting/workshops evaluations and surveys of program participants
  - Follow-up surveys of educators and community members regarding observations of successful public discussion, public decision-making and community planning

**Expected program duration:** Long-term

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**Program 5:** *Family Resource Management*  
*Capacity Area: Family Development*

**Statement of Issue:** Economic forces make financial management critical to Minnesotans.

*The first critical issue is financial security in later life.* Research has shown that about 15% of workers currently experience stress from poor financial behaviors that negatively affect their work productivity. Stresses have grown as baby boomers (aged 38 – 57) face greater longevity while they address financial concerns of their parents, who are also living longer. This same research suggests that the likely first year return on investment for financial education that improves the personal financial behavior of workers is about \$400 per employee. This potential return comes from fewer absences from work, less time at work dealing with personal financial matters and increases in job productivity. (Garmen and Joo, 1998).

*The second critical issue is the spending habits of adolescents.* Nearly half of all high school students nationwide have a part-time job. Teens spend 98% of their money, and one in five has their own credit card. (Teenage Research Unlimited) Teens have access to ready cash without the responsibilities attached to everyday living. Patterns that are established in this time can be detrimental, especially when compounded by lack of financial knowledge and understanding of how to prepare for living on their own financially.

*The third critical issue is the fiscal concerns of low-income Minnesotans.* Today, a worker earning minimum wage must work 114 hours per week to afford a two-bedroom unit at fair market rent. Close to half of homeless adults are working, and two-thirds of those are working full-time. Resource management for daily life increases people's ability to get to the end of the month with money.

**Geographic Area to be served:** Statewide and Multi-state

**Performance goal:** The primary goal of resource management programs is to increase the fiscal stability and money management skills of Minnesotans in order to reduce some of the causes of poverty. This program impact cannot be achieved without key partnerships with

organizations, teachers and trainers who reach our program's target audiences in other settings. These partnerships are a primary goal for the coming several years.

**Key program components:**

*Financial Security in Later Life Programs:* These programs address the following issues:

- Adult Children and Aging Parents
- The Minnesota Health Care Directive
- Take the Road to Financial Security
- Who Gets Grandma's Pie Plate?

*Resource Management for Daily Life:* These programs include:

- Dollar Works
- Rent Wise

*Teacher Training on High School Financial Planning Curriculum:*

**Internal (within UM) and external (outside UM) linkages:**

Current and growing partnerships exist with The Minnesota Credit Union Network, The National Endowment for Financial Education, The National Credit Union Network, The Minnesota Family Involvement Council, The National Youth Involvement Board and Family Assets for Independence in Minnesota (FAIM). Internally, these programs rely on ongoing research and feedback from the Department of Family Social Science, the College of Human Ecology, The Department of Applied Economics.

**Target audiences:**

- Midsize private or public employers as defined by 250 to 1,000 employees who are unlikely to have their own human resource departments
- Teachers of adolescents
- Public and Private agencies
- People struggling to make ends meet
- Renters
- Business/property management companies and landlords

**Evaluation Framework**

**1. Inputs**

**a. Research base:** The research base for these programs came from academic review of existing curriculum, as well as consultative partnerships between our internal partners and field educators.

**b. Financial resources needed and sources:**

- Internal Extension funding
- COAFES Departmental funding
- Other University funding
- Foundation funding
- User fees and external sales of publications
- Corporate Partner
- State of Minnesota Housing Finance Agency

**c. Estimates of time needed:**

- 10 Regional Extension Educators
- 5 Local Positions
- 5 Campus specialists under Extension appointment

**d. Input indicators**

Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs  
Promotional effort as determined by publications and media presentations made

**2. Outputs:**

- Train-the-trainer workshops / Teacher Training events
  - Customized training and coaching
  - Workshops – one time and series
  - Consultations
  - Long-term programming with cohort groups
  - Applied research
  - Publications
  - Web-based research updates and workbooks

**3. Outcome indicators**

- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Information transfer via consultations by Extension staff
- Knowledge and confidence gained by end-of-workshops forms
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops.
- Causal connections between the program events and participant behaviors as reflected by qualitative comments, stories and anecdotes about change in awareness or behaviors traceable to this Extension effort.
- Increased number of places these curricula are available.

**4. Anticipated methods of collecting input, output, and outcome information**

- On-line surveys of staff to determine input time, media efforts and meetings conducted, participation levels, etc.
- Pre and post-tests regarding knowledge and skills gained by trainers
- Post-meeting/workshops evaluations and tests of program participants
- Follow-up surveys of educators and community organizations.
- A national impact evaluation is taking place during the 2003-04 academic year. The impact analysis will be analyzed and disseminated in 2004-05

**Expected program duration:** Long-term

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**Program 6** *Parent Education*

*Capacity Area: Family Development Capacity Area Programs*

**Statement of Issue:** Multiple studies demonstrate that educating and supporting parents to provide the best possible environment for children may be the most efficient way to strengthen families. (Rossman, 1999) The University of Minnesota has identified divorcing parents and parents of adolescents as parents with relatively unmet need for parenting education. Within these populations, cultural adaptation of parenting education for these groups is critical. Minnesota's Latino population is expected to more than double by 2025.

**Geographic Area to be served:** Statewide and Multi-state

### **Performance goal:**

Parenting education programs will continue to provide exceptional research-based training, education and information to assist families as they make decisions about raising children.. In the coming years, this capacity area will focus on three goals:

- Establishing collaborative relationships that Extension serve parents in quality ways.
- Developing products that reach new constituencies in new ways.
- Creating a community environment that encourages systemic change in addressing childrearing when parents divorce.

### **Key program components:**

These initiatives focus on research, training education and information for parents of adolescents and for divorcing parents. Key components of these initiatives include:

*Parents Forever* (a ten-week course for divorcing parents)

Padres para siempre (a 10-week course for divorcing parents in Spanish)

*Positive Parenting I and II* (a ten-week course on discipline for parents of young children)

Families with Adolescents

*Positive Parenting of Teens* video-based curriculum and training

### **Internal (within UM) and external (outside UM) linkages:**

This capacity area is led by the Associate Dean of Professional and Community Engagement (PACE) in the College of Human Ecology. The Director of PACE is a licensed Parent Educator with a Ph.D. in early childhood education. Core faculty research comes from the Department of Family Social Science, the School of Social Work and the College of Education. External partnerships are critical to this work. For example, in 1998, the Minnesota State Legislature passed a law requiring judges to order parents with conflicts in custody and visitation into Supreme Court-approved parent education programs. Nearly 75% of Minnesota's counties adopted Parents Forever as their preferred parent education program to meet this mandate.

### **Target audiences:**

- Professionals who work with adolescents and reach parents, e.g., group homes, corrections or probation, schools, churches and community settings
- School staff personnel
- Regional family collaboratives
- The Minnesota Court System
- Minnesota family service agencies
- Family service professionals outside Minnesota who seek to replicate the program

### **Evaluation Framework**

#### **1. Inputs**

**a. Research base:** The partnership among educators and researchers has focused on five components: research, training, education, community awareness and evaluation. The research base for these curricula come from the Department of Family Social Science, the School of Social Work, the College of Education and the College of Human Ecology.

**b. Financial resources needed and sources:**

Internal Extension funding

COAFES Departmental funding

Other University funding

Foundation funding

User fees and external sales of publications

State funding

- c. **Estimates of time needed:**
    - 7 Regional Educators
    - 3 local positions funded by contracts
    - 1 campus faculty
  - d. **Input Indicators**
    - Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
    - Promotional effort as determined by publications and media presentations made
2. **Outputs:**
- Multi-week course curricula
  - Long-term programming with cohort groups
  - Workshops – one time and series
  - Training of trainers
  - Consultations
  - Publications, including booklets, video packages, posters and newsletters
  - Web sites (e.g., *parenting.umn.edu*)
  - Applied research
3. **Outcome indicators**
- Target audience interest as determined by court professionals recommending and mandating Parents Forever as a course for divorcing parents.
  - Information transfer via consultations by Extension staff
  - Knowledge gained by end-of-meeting evaluation forms
  - Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors traceable to this Extension effort.
  - Evaluations: A 2001 study found that after a divorce decree, there were fewer returns to court when both parents were court-ordered and *did* complete the parenting education program compared to those who were not court-ordered or did not complete the course.
4. **Anticipated methods of collecting input, output, and outcome information**
- On-line surveys of staff to determine input time, media efforts and meetings conducted, participation levels, etc.
  - Pre and post-tests regarding knowledge and skills gained
  - Observation of successful public discussions and decisions related to community planning
  - Post-meeting/workshops evaluations and tests of program participants
  - Follow-up surveys of educators and community members regarding observations of successful public discussion, public decision-making and community planning
  - Court data analysis
  - Course outcome evaluation
  - Telephone survey

**Expected program duration:** Long-term

## 2004-2006 Federal (AREERA) Extension Plan of Work

Programs	Source of Funding					TOTAL	Staff FTEs
	Federal	State	County Other positions	Grant & Earned Income			
<b>Goal 1</b>							
Farming for Tomorrow	\$1,352,190	\$3,196,560	\$1,170,000	\$136,463	\$5,855,213	76	
Bountiful Horticulture	361,300	907,200	585,000	38,055	1,891,555	25	
<b>Goal 2</b>							
Food Safety	275,500	412,980		20,655	709,135	9.5	
<b>Goal 3</b>							
Nutrition Education	165,275	434,100		17,981	617,356	7.5	
<b>Goal 4</b> includes Environmental Safety, Mgmt and Natural Resource Programs	716,850	1,245,900	292,500	58,883	2,314,133	31	
<b>Goal 5</b>							
Agricultural Workplace Safety and Health	8,840	33,660		1,275	43,775	.5	
Community Youth Dev. and 4H Youth Development	1,301,480	2,144,520	5,200,000	103,380	8,749,380	127	
Community Economics	273,280	728,220		30,045	1,031,545	12.5	
Leadership and Civic Engagement	272,520	412,980	130,000	20,565	836,065	11.5	
Family Resource Management	395,900	726,600	325,000	33,675	1,481,175	20	
Parent Education	232,930	340,320	195,000	17,198	785,448	11	
<b>Total</b>	<b>\$5,356,065</b>	<b>\$10,583,040</b>	<b>\$7,897,500</b>	<b>\$478,174</b>	<b>24,314,780</b>	<b>331.5</b>	
<b>Other Allocations</b>							
Regl. Ctr Leases	\$525,000						
Multi-state & integrated efforts	\$1,200,000						
Urban/Rural 4-H	\$200,000						
<b>Total</b>	<b>\$7,281,065</b>						