

University of Puerto Rico
Mayagüez Campus
College of Agricultural Sciences
Agricultural Extension Service

Plan of Work Update: FY 2005 and FY 2006

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TABLE OF CONTENTS

	<u>Page</u>
PUERTO RICO PLAN OF WORK UPDATE FY 2005-2006	1
OVERVIEW	1
A. PLANNED PROGRAMS.....	3
GOAL 1 - TO ACHIEVE AN AGRICULTURAL PRODUCTION SYSTEM THAT IS HIGHLY COMPETITIVE IN THE GLOBAL ECONOMY ..	3
GOAL 2 - A SAFE AND SECURE FOOD AND FIBER SYSTEM	8
GOAL 3 - A HEALTHY, WELL-NOURISHED POPULATION.....	18
GOAL 4 - TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN AGRICULTURE AND THE ENVIRONMENT	26
GOAL 5 - TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES ...	33
B. STAKEHOLDER INPUT PROCESS	40
C. MERIT REVIEW PROCESS	40
D. EVALUATION OF THE SUCCESS OF MULTI AND JOINT ACTIVITIES	41
CIVIL RIGHTS.....	42

PUERTO RICO PLAN OF WORK UPDATE FY 2005-2006

OVERVIEW

This plan of work is an extension of the current plan of work 2000-2004 for two additional fiscal years 2005 and 2006 of the University of Puerto Rico Land Grant College at Mayagüez, Puerto Rico Agriculture Extension Service. This plan has a total of 249.24 FTE's for fiscal year 2005 and 2006.

The College of Agricultural Sciences (CAS) continued working on the Strategic Plan implementing the mission and vision, analyzing values, searching external and internal environment, establishing strategic direction objectives and Plan of Action.

Extension has continued close relations with government agencies, decision-makers, research scientists, and the clientele helping them gain insight on what has happened and what is likely to happen in the next years. The staff of local Extension offices establish relations with key leaders such as mayors, senators, representatives, directors, officials of organizations and business people interested in/or related to Extension's agenda. They invite these stakeholders to participate in Extension activities and to participate in the Merit Review Committee meetings and other meetings of the Community Resources Development Committee.

The collaborators from the public sector are personnel from the Departments of Agriculture, Education, Health, Consumer Affairs, Labor and Human Resources, Transportation, Drug Abuse Prevention and other government agencies (The Police Department, the Water and Sewer Authority, the Electric Energy Service, Forest Services, and the Youth Affairs State office). From the private sector, people from banks, cooperatives, industry (agricultural, pharmaceutical, textiles, etc.), as well as religious, civic, and social leaders from of different organizations, participate in the assessment process determining local needs, offering their collaboration and involving their organizations in the search of solutions to problems. Extension specialists and administrators also maintain good relations with key leaders at the state level.

New coalitions were developed during the past year and new ones are expected to be established.

All the personnel was trained by the Planning and Evaluation Office to prepare their plans of work based on clientele needs, supported by up-to-date statistical data and outlook reports and pursuant to federal and state government public policies.

Goal 1: An agricultural system that is highly competitive in the global economy.

Knowledge transfer will improve competitiveness in production, processing, and marketing. Due to our topography it is necessary to use all technology to obtain highly

productive and environmentally sound agricultural enterprises. A total of 67.34 FTE's (27.02%) are devoted to this goal for the fiscal year 2005 and 2006.

Goal 2: A safe and secure food and fiber system.

PRAES will continue detection surveillance, prevention and education to ensure a safe and secure food and fiber system. We will continue educating food handlers to comply with safety regulations. A total of 4.17 FTEs (1.68%) will be devoted to this goal during fiscal year 2005 and 2006.

Goal 3: A healthy well-nourished population.

In Puerto Rico the major causes of death are related to the diet. It is necessary to continue educating the population to improve their lifestyles and reduce health risks. A total of 77.09 FTE's (30.9%) will be devoted to this goal during fiscal year 2005 and 2006.

Goal 4: Greater harmony between agriculture and the environment.

During the past five years the PRAES focused on environmental issues and will continue these efforts on farm waste management, pesticides, rural aqueducts, recycling, environmental education, interior air quality, compost, soil conservation and land use.

A total of 19.64 FTE's (7.89%) will be devoted to this goal during fiscal year 2005 and 2006.

Goal 5: To enhance economic opportunity and quality of life among families and communities.

PRAES will continue helping families to adopt a better quality of life. A total of 81.00 FTE's (32.51%) will be devoted to this effort during fiscal year 2005 and 2006.

A. PLANNED PROGRAMS

GOAL 1 - TO ACHIEVE AN AGRICULTURAL PRODUCTION SYSTEM THAT IS HIGHLY COMPETITIVE IN THE GLOBAL ECONOMY

STATEMENT OF ISSUE(S)

The total agricultural gross income in Puerto Rico for fiscal year 2002-2003 was \$756.2 million. The last 2000 USDA Census indicates a total of 17,659 farms with an average size of 40.3 acres (39.1 cuerdas) and the average age for farmers 58 years old. The agricultural sector employs about 93,000 people (31,000 directly and 62,000 indirectly), which represents about 3% of the total working force and the 1% of the National Gross Income.

PRAES is working on the following agricultural issues in coordination with the Department of Agriculture: Increase the adoption of recommended production practices, Increase market channel, Stabilize agriculture products price, Labor shortage, Competency of agricultural land use, Adoption of good agricultural practices, Added-value to agricultural products, and more participation of farmers in organizations and commodities groups.

Agriculture in Puerto Rico is composed of two main sectors: the crops sector, which includes coffee, vegetables (starchy and leafy), fruit, grains and legumes, and ornamental plants; and the livestock sector, which includes dairy, forage, beef, poultry, swine, aquaculture, honey bees, sheep, goats, horses, and rabbits.

KEY PROGRAM COMPONENT(S)

The agricultural sector faces a series of challenges related to production, marketing, good agricultural practices, and safety. Several activities will be developed and offered to the public to deal with these challenges.

One of the methods to provide information in an organized way will be through trainings. The trainings will be on several topics, such as use of safety equipment and personal protective equipment, proper use of pesticides, harvesting and post-harvesting practices, health and occupational safety laws, and safe use of agricultural machinery. These trainings will be offered to agronomists, farmers and crop producers. Different means of communication such as radio, newspapers, brochures and electronic mail will be used. In addition, and as part of the training methods, demonstrative farms and field tests will be established.

Another strategy, will be to develop technical guides in management and marketing practices. Also the College of Agricultural Sciences will coordinate and develop research activities and will be responsible to implement the program and divulge research results.

For marketing purposes, product classification and packaging techniques will be established.

Several ideas will be developed to ensure the quality of products is enhanced. One of them entails the utilization of genetically improved plants to increase yields and make them resistant to pests and diseases. A weed control program will also be established, along with an effort to emphasize soil and environment protection. Furthermore, superior breeders will be imported to introduce superior traits. New structural designs for breeding farms will be used to improve efficiency and management. Seminars will be offered to improve product quality, involving both government and private sectors.

INTERNAL AND EXTERNAL LINKAGES

Various collaborators will work in the development and implementation of strategies and ideas that will help face agricultural challenges. They can be divided in two sectors, internal and external collaborators.

Internal Collaborators

The Department of Agriculture will help with technical assistance and incentive programs; the Natural Resources and Conservation Service will help in the implementation of practices to save the natural resources and the environment; personnel of the College of Agricultural Sciences, the Agricultural Extension Service, the Agricultural Experiment Stations, and the Sea Grant Program will help with trainings, research and information sharing.

External Collaborators

The Department of Labor will be a key contributor in divulging information regarding labor laws and the importance of safety at the work place. The private sector will also contribute as part of this effort, among them various associations, food importers and distributors, as well as food processors and farmers. The United States Department of Agriculture will also be part of this challenge by contributing its technical knowledge and research information.

Several proposals will be submitted to the Southern Agriculture Research and Education (SARE), in livestock management disposal, to Rangeland Research Grant Program, and to McInter Stains for germplasm storage and production. Other external collaborators from which help will be asked are the Animal Industry Department of the University of Florida, the Caribbean Basin Administrative Group (CBAG), and the National Science Foundation.

TARGET AUDIENCES

The target audiences include farmers and farm personnel, agricultural entrepreneurs, packers, 4-H members, members of agricultural and professional associations, people from the private sector, and personnel from agencies such as the Department of Agriculture, the Natural Resources and Conservation Service, and the College of Agricultural Sciences. Handicapped and veterans are other under-served population to be targeted.

OBJECTIVES, PERFORMANCE GOAL(S) AND OUTPUT AND OUTCOME INDICATORS

OBJECTIVE 1

To produce new and value-added agricultural products and commodities.

PERFORMANCE GOAL 2

To annually increase agricultural producer awareness, understanding, and information regarding the production of new and value-added commodities and products in U.S. agriculture in which CSREES partners and cooperators play and active research, education, or extension role.

INDICATOR 1

The total number of persons completing non-formal education programs on production of new and value-added commodities and products and the number of these persons who actually adopt one or more recommended practices or technologies within six months after completing one or more of these programs.

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual	Target	Actual
2005	1400	0	300	0
2006	1450	0	315	0

OBJECTIVE 2

To increase the global competitiveness of the U.S. agricultural production system.

PERFORMANCE GOAL 2

To increase agricultural producer awareness, understanding, and information on improving the productivity and global competitiveness of the U.S. agricultural production system in which CSREES partners and cooperators play and active research, education, or extension role.

INDICATOR 1

The total number of persons completing non-formal education programs to improve the productivity and global competitiveness of the U.S. agricultural production system and the number of these persons who actually adopt one or more new production techniques or strategies within six months of completing one or more of these programs.

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual	Target	Actual
2005	22145	0	13166	0
2006	22516	0	14753	0

OBJECTIVE 4

To improve decision-making on public policies related to the productivity and global competitiveness of the U.S. agricultural production system.

PERFORMANCE GOAL 2

To annually increase the effectiveness of constituent and citizen participation on public policy issues affecting the productivity and global competitiveness of the U.S. agricultural production system.

INDICATOR 1

The total number of persons annually completing non-formal education programs on topics related to public policy issues affecting the productivity and global competitiveness of the U.S. agricultural production system and the number of those persons who make use of such knowledge within six months of completing one or more of these programs.

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual	Target	Actual
2005	900	0	342	0
2006	800	0	304	0

PROGRAM DURATION

Update for two years 2005-2006 of 5-year program cycle 2000-2004 (Long-term)

ALLOCATED RESOURCES

Fiscal Year	Resources			
	State	Federal	Others Federal	Total
2005	\$3,971,697.09	\$2,108,567.69	\$389,801.33	\$6,470,066.10
2006	\$4,130,564.97	\$2,256,167.42	\$456,067.55	\$6,842,799.95

ESTIMATED FTE COMMITMENT

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
2005	67.34	0	0	0	0	0
2006	67.34	0	0	0	0	0

EDUCATION AND OUTREACH PROGRAMS

PRAES has developed two agricultural programs in the crop and livestock areas. These programs are composed by two commodities: 1) crops which includes coffee, vegetables (starchy and leafy), fruit, grains and legumes, and ornamental plants; and 2) livestock which includes honey bees, aquaculture, poultry, goats and sheep, horses, swine rabbits, beef, dairy cattle and forage.

The Extension county agents, through the educational and outreach programs, will transfer new technology developed by the Agricultural Experiment Station to farmers and the general public. County agents will use mass media communications, farm demonstrations, leaflets, brochures, and short courses to disseminate the information to the public.

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GOAL 2 - A SAFE AND SECURE FOOD AND FIBER SYSTEM

STATEMENT OF ISSUE(S)

The assurance of an adequate food supply has two major components: (A) the need of food supplies for the whole island, and (B) the need of affordable foods to meet the needs of individuals and families.

- A. Food Security: Security of Supplies – Agriculture in Puerto Rico represents only 0.67% of the internal gross product (*Economic Report to the Governor 1996*). In 2002, the total farmland was estimated in 690,687 cuerdas, 174,791 cuerdas less than 1998 (*Puerto Rico 2002 Census of Agricultural*). According to the 2000 Census of Population, Puerto Rico is one of the most densely populated countries in the world with 3,808,610 persons and 3,435 square miles of land (1,112 persons per square mile). The island imports 69% of the food from the United States (Puerto Rico Department of Agriculture, 1992). With a food backup supply of only 12 days, food security in Puerto Rico could be affected in case of a National emergency (war, mayor disaster, change in public policies etc.) and the subsequent reduction of exports to the Island, which could result in a hunger crisis. However, as food supplies in stores are adequate, consumers are virtually unaware of the problem; and the government and the people are not prepared to face such crisis.

It is indispensable that local food production be increased in a competitive manner; this includes government planning to preserve agricultural land. Awareness must be created within the government at state and local levels, as well as with public and private entities, of the urgent need of increasing agricultural production for the stability and development of Puerto Rico. It is especially important to get this message across to children who in the future will be the most affected if our agriculture continues diminishing.

- B. Food Security: Affordability – Puerto Rico as a territory of the United States benefits from USDA federal food and nutrition assistance programs (Food Checks, Child Nutrition Programs, School Lunch and Breakfast Programs, the Supplemental Nutrition Program WIC, and others) to assure children and low-income families access to a healthy diet. According to the Food and Nutrition Service, 420,000 families receive monthly electronic funds transfer benefits from the Nutritional Assistance Program (NAP, known in Spanish as PAN) to enable them to buy food for their families (about 33% of the total families in Puerto Rico). Seventy-five per cent of this money must be used to buy food. The amount received is approximately \$3.25 daily per person, which is less than what is needed to provide an adequate diet unless careful use is made of the funds. Thus, it becomes imperative for families to receive adequate education regarding the use of affordable and nutritionally appropriate foods by using the Puerto Rico Food Pyramid as a basis for their selection. This education should extend skills already acquired by the participants.

Although the formal agreement with the Department of the Family to teach PAN recipients was discontinued in October 2003, we continue to give priority to this audience.

References:

Busey, J. 2003. Program Analyst, Program Design Branch, Program Development Division, Food Stamp Program.

- C. Food Safety: Farmers, Wholesalers, and Retailers –PRAES developed ongoing food safety programs at different levels with a from-the-farm-to-the-table approach. There are multi-county cooperation and Extension personnel cooperating and disseminating research results to clientele. The seafood and meat HACCP regulations and the Good Agricultural Practices guidelines (vegetables & fruits) are recent examples where the agency provides training to the agronomists and farmers. PRAES, as part of the College of Agriculture of the University of Puerto Rico at Mayagüez, participated in a memorandum of understanding with the US Department of Health and Human Services, the Food and Drug Administration, and the US Department of Agriculture Food Safety and Inspection Service to establish a framework for the Parties to collaborate on mutually agreed upon activities in scientific, regulatory and training areas.
- D. Food Safety: Integrated Pest Management (IPM) – Integrated Pest Management (IPM) systems can help restore the environment and provide alternatives on more effective pest control to improve yield, quality, and safety of food and fiber. IPM strategies emphasize areas of impact such as safe pesticide use in the farm and control of pests in homes and food service establishments. According to FDA evaluation on food safety standards, 80% of the establishments have poor compliance with pest management strategies. Therefore, IPM emphasizes areas of impact such as households, food service establishments, and others.
- E. Food Safety: Mastitis Prevention Program – The milk industry in Puerto Rico includes 372 dairy farmers. Although they are in full compliance with FDA/IMS Sanitary Standards, mastitis is still a concern at the farm level where management and climatic elements sometimes play an important role in the development of the disease. Statistics for 2002-2003 of the Puerto Rico Dairy Herd Improvement Association (DHIA) and Puerto Rico Dairy Health Project show that an average of 92% of all dairy producers maintained consistent Grade A parameters.
- F. Food Safety: Consumers – PRAES plans to continue coordination with federal and state agencies through the Food Safety Education Partnership (FSEP) initiated in 1998. The goal of this partnership was to reduce the incidence of foodborne illnesses through education emphasizing on the public and personnel of agencies serving meals to high-risk clientele. The FSEP plans to continue the celebration of the National Food Safety Month and the “Fight BAC!” campaign. The purpose is to prepare and provide food safety information to the public. State and local agencies personnel,

civic and professional organizations, and volunteers collaborate in this effort. The educational materials prepared by the FSEP will be used by PRAES and other agencies personnel to offer short courses to consumers

Puerto Rico is in a high-risk zone for hurricanes mainly between July and November. PRAES developed special educational material named “Fight BAC! After Floods and Blackouts”. PRAES personnel at local level offer education through short courses and mass media during this season.

- G. Food Safety: Children and Youth – The project “Future Chefs” consists of a 5-lesson course (one of which is “Fight BAC!”), and local and state competitions. It is designed to initiate children and youth in the art of healthy and safe food preparation in which participants can learn and practice safe food handling procedures.
- H. Food Safety: Persons in charge of Food Establishments – Puerto Rican food establishments had a great food employee’s turn over requiring well trained persons in charge to train and supervise them. PRAES worked in partnership with the Puerto Rico Department of Health Food Establishments’ Hygiene Program to offer the “Food Safety Certification Course” based on HACCP principles to persons in charge of food establishments. The main reference of this course is the FDA Food Code (2001). The Food Code, which was originally translated into Spanish as part of the project No. 96 - EFSQ - I - 4171, was updated in 1999 and 2001. This Code is part of the Food Hygiene Regulation No. 6090 of the Puerto Rico Department of Health approved on February 2000. As part of this regulation, all persons in charge of food establishments must approve a Food Safety Certification Course.

KEY PROGRAM COMPONENT (S)

- A. Food Security: Security of Supplies – Analyze the 4-H offerings to amplify what is available to reach more age groups. Agronomists will establish or support farmer’s markets, organized groups or cooperatives, to expand access to affordable nutritious local food supplies. PRAES professional personnel will offer short courses to teach the public, teachers, and school children about the importance of agriculture in general and local agriculture in particular.
- B. Food Security: Affordability - Use a short course or individual orientation, based on Belenky *et al.*, and behavior modification techniques.
- C. Food Safety: Farmers, Wholesalers, Retailers - PRAES trains staff personnel and agronomists in specific farm areas such as beef cattle, poultry, eggs, fruit, and vegetables, to qualify them to prepare programs to educate farmers, wholesalers, and retailers about food management skills leading to less contaminated and better quality foods. The University of Puerto Rico, the Food and Drug Administration (FDA), and the Food and Safety Inspection Service (FSIS) established a 5-year cooperative training and research program in the product areas subject to their regulation. As part

of this partnership, FDA's specialized personnel train agronomists in farm food safety concerns related to emerging new pathogens or new vectors for pathogens, toxicity of novel products, and differing needs and applications for pesticide controls in tropical climates. PRAES have planned participation in future international training Spanish speaking audiences.

- D. Food Safety: Integrated Pest Management (IPM) – Train-the-trainers agronomists and home economists were trained to use the knowledge of pest identification and alternative control measures offered so they can orient the clientele. Among the methods used to achieve and transfer pest control information are: training meetings, short courses, seminars, Extension publications, educational materials, radio and TV programs, and an IPM database program. The IPM program reaches audiences through meetings and contacts with other agencies, mass media, circular letters, and articles to journals, and the press. The office of the IPM Coordinator prepares checklists and surveys with the help of specialists and the Extension Evaluator to evaluate the adoption of IPM strategies in selected program areas.
- E. Food Safety: Mastitis Prevention Program - Farm visits to train dairy farmers on mastitis management and quality milk production and to create awareness of the importance of proper antibiotic use, temperature control, and sanitation to prevent contamination of raw milk. Educational materials and slide sets were prepared for this purpose. A close interagency coordination is maintained with law enforcement agencies like the Puerto Rico Departments of Health and Agriculture. PRAES specialists at state level developed curriculums and program strategies for specific target clientele. They offer formal education or train-the-trainer courses to field personnel on the use of the teaching materials developed. The specialists also teach students of the College of Agricultural Sciences, and train the personnel of other agencies, industry, and the private sector. The agronomists and home economists offer non-formal teaching on food related matters to specific target clientele: farming, small business processors, food establishments, and consumers. Use of volunteers as community leaders has been an integral part of PRAES programs because they are the link to reach low-scholastic and low-income clientele.
- F. Food Safety: Consumers - Food safety education for consumers is part of four PRAES Programs: Regular, EFNEP, and 4H, and the Puerto Rico Partnership for Food Safety Education. The Fight BAC educational campaign materials were adopted and adapted in Spanish for use in the educational activities developed for clientele. These materials were also distributed to health educators, and nutritionist-dietitians through their respective associations. The partnership organizes the activity for the Food Safety Month proclamation and carries out mass media activities.

Home economists establish partnership committees at local level to offer food safety lessons and educational activities through all PRAES programs addressed to consumers: EFNEP, 4H, and the Consumer and Family Sciences Regular Program. Use of volunteers as community leaders has been an integral part of PRAES

programs because they are the link to reach low scholarship and low-income clientele.

- G. Food Safety: Children and Youth - The “Future Chef’s” consists of a 5-lesson course (one lesson of Fight BAC!) and final competitions. PRAES home economists at local level recruit youth and offer the course. Participants learn safe food handling procedures while learning about nutrition and practicing food preparation. The best youth are selected to participate in a food preparation competition at regional and state level.
- H. Food Safety: Persons in Charge of Food Establishments (certification course) - The PRAES and the Food Hygiene Division, Puerto Rico Department of Health, have been working together during the past years to train home economists and environmental health inspectors to offer the Food Safety Certification Course to personnel in charge of food establishments. The 1997 Food Code and course were originally prepared in Spanish as part of the USDA-CRSEES Project No. 97-EFSQ-1-0096. Every year the project director prepares and revises the contents and art of the 12-lesson course based on the Food Code, 2001 (FDA) and Managing Food Safety: A HACCP Principles Guide for Food Establishments, April 1998. The Food Hygiene Division of the Department of Health updates the 1999 and 2001 Food Code.
- I. Food Safety: Institutional Personnel - The objective is to increase knowledge and improve understanding on food safety to enhance them to train and to advise food handling employees. PRAES home economists’ plans at municipal level include offering the Food Safety Certification Course to food employees working with groups vulnerable to foodborne diseases.

INTERNAL AND EXTERNAL LINKAGES

Internal

- A. Food Security: Security of Supplies - Agricultural Specialists of Specific Subject Matter Areas, Soil Specialist, 4-H Specialists, Agronomists and Home Economists, Researchers of the Puerto Rico Agriculture Experiment Station, Faculty of the Agricultural Economics and Rural Sociology Department of the College of Agricultural Sciences at the Mayagüez Campus of the University of Puerto Rico.
- B. Food Safety: Farmers, Wholesalers, Retailer - Food and Nutrition Specialist and Home Economists

PRAES personnel: aquaculture specialist, entomology specialists (2), poultry and eggs specialist, dairy herd Specialist, meat specialists (3), fruit specialist, starchy vegetables specialist, agronomists; personnel of the Mayagüez Campus-University of Puerto Rico: seafood products specialist and extension agent, SEA GRANT, professors in marine sciences, professors in food microbiology, professors in Food

Science and Technology Program, and professors in College of Art and Sciences (Microbiology and Marine Sciences).

- C. Food Safety: Integrated Pest Management (IPM) – Extension IPM Coordinator, entomology Specialists, agronomists and home economists/nutritionists, Crop Protection Department, and the Agricultural Experiment Station.
- D. Food Safety: Mastitis Prevention Program - Extension dairy specialist, agronomists, and Extension dairy agents.
- E. Food Safety: Consumers, and Food Establishments – PRAES personnel: food and nutrition and food technology specialists, nutritionist, home economists, regional supervisors, the Family and Consumer Education Program personnel, and from Mayagüez Campus-University of Puerto Rico: Food Science and Technology Department and SEA GRANT program.

External

- A. Food Security: Security of Supplies and Affordability – Department of Agriculture
- B. Food Safety: Farmers, Wholesalers, Retailer – FDA, USDA-FSIS, the Puerto Rico Department of Agriculture, the Department of Health, Environmental Health Secretary personnel, food processors, and retailers.
- C. Food Safety: Integrated Pest Management (IPM) – Cooperation will continue and efforts will be strengthened with homemakers, the home economist's association, the food service industry, and other government agencies such as the State Department of Health.
- D. Food Safety: Mastitis Prevention Program – US and State Department of Health, US and State Department of Agriculture, and the US Food and Drug Administration.
- E. Food Safety: Consumers and Institutional Personnel - Puerto Rico Partnership for Food Safety Education, external personnel are: Director of Food Hygiene Division, Puerto Rico Department of Health, Federal Food and Drug Administration, Director of Nutrition Service, Governor's Office for Elderly Affairs, State Epidemiologist, Epidemiological Division for Transmittable Disease Prevention and Control, Executive Director, Supplementary Nutrition Special Program (WIC), USDA, Agricultural Department, HACCP Assistant, Secretary for Special Services, Representatives, Department of the Family's Child and Family Administration and Head Start, Director of Food and Nutrition Services, State Agency, Department of Education, and the Family Ecology School of the UPR-Río Piedras Campus.
- F. Partnerships at local level (organized by PRAES Home Economists) - Puerto Rico Department of Health, Environmental Health Inspectors, Family and Consumer

Education Association, communities, cooperatives and non-profit organization consumers groups, Puerto Rico Department of Education, School Food Authority, Puerto Rico Department of the Family, Government day care services for infants, children, elderly, sick persons, etc., churches with day care services for infants, children, elderly, sick persons, etc., "CREA" (an educational rehabilitation center for drug addicts and alcoholics) and other homes for drug addicts in the rehabilitation process, the radio, and the press.

- G. Civic and professional organizations and other collaborators - Puerto Rico Association for Health Education, Puerto Rico College of Nutritionists and Dietitians, Agronomists' Association, Puerto Rico Hotel Schools, Volunteers of the Family and Community Education Association, and other farm associations, food industry marketers and distributors.

TARGET AUDIENCES

Handicapped and veterans are under-served population to be targeted.

Food Security: Security of Supplies – Producers, school children, teachers and public in general

Food Security: Affordability – Families and individuals who receive electronic fund transfers from PAN.

Food Safety: Farmers, Wholesalers, Retailers – Farmers, food processors, wholesalers, retailers, fishermen and aquaculturists.

Food Safety: Integrated Pest Management (IPM) - Health food inspectors, persons in charge of food service establishments and homemakers.

Food Safety: Mastitis Prevention Program - Dairy farmers and dairy managers.

Food Safety: Consumers - Consumers, 4H Program children and youth,

Food Safety: Persons in Charge of Food Establishments - persons in charge and employees of food establishments, and personnel that serve high-risk clientele.

OBJECTIVES, PERFORMANCE GOAL(S) AND OUTPUT AND OUTCOME INDICATORS

OBJECTIVE 1

The assurance of an adequate food supply.

PERFORMANCE GOAL 1

To annually increase consumer awareness, understanding, and information on food accessibility and affordability in which CSREES partners and cooperators plan an active research, education, or extension role.

INDICATOR 1

- A. The total number of persons completing non-formal consumer education programs on food access and affordability. (Output)
- B. The total number of these persons who actually adopt one or more recommended practices within six months after completing one or more of these programs. (Outcome)

Year	Indicator IA (Output)		Indicator IB (Outcome)	
	Target	Actual	Target	Actual
2005	1000	0	500	0
2006	1000	0	500	0

PERFORMANCE GOAL 2

To increase the effectiveness of constituent and citizen participation on public policy issues affecting food security (i.e., food access, affordability, and recovery).

INDICATOR 1

- A. The total number of persons completing non-formal education programs on public policy issues affecting food security (i.e., food access, affordability, and recovery). (Output)
- B. The total number of these persons who actually become actively involved on such issues within six months after completing one or more of these programs. (Outcome)

Year	Indicator IA (Output)		Indicator IB (Outcome)	
	Target	Actual	Target	Actual
2005*	100	0	50	0
2006*	100	0	50	0

*Change due to loss of funding and the concentration on other priorities such as obesity prevention.

OBJECTIVE 2

To improve food safety by controlling or eliminating food-borne risks.

PERFORMANCE GOAL 2

To annually increase the consumer (included children, youth, and adult) awareness, understanding, and information on food safety, foodborne risks and illnesses in which CSREES partners and cooperators plan an active research, education, or extension role.

INDICATOR 1

- A. The total number of person completing non-formal, consumer education programs on food safety and/or food borne risks and illnesses. (Output)

B. The total number of these persons who actually adopt one or more recommended food safety behaviors or practices within six months after completing one or more of these programs. (Outcome)

Year	Indicator IA (Output)		Indicator IB (Outcome)	
	Target	Actual	Target	Actual
2005	1000	0	1000	0
2006	1000	0	1000	0

*The Fight BAC campaign and the curriculums and educational materials prepared for consumers, and youth had created an excellent involvement of all PRAES personnel and had increased the participation of clientele. An additional 50,000 persons participating in others activities (no curses).

INDICATOR 2

The total number of individual completing food handler certification programs conducted by CSREES partners and cooperators on an annual basis (Outcome)

Year	# of persons completing programs	
	Target	Actual
2005	2000	0
2006	2000	0

INDICATOR 3

The total number of facilities meeting HACCP standards for food handling and management of risks associated with food borne illnesses. (Outcome)

Year	# of facilities meeting HACCP standards	
	Target	Actual
2005	100	0
2006	100	0

Data Collection Method - Records

INDICATOR 4

The total number of milk production facilities meeting management of risks (bacteria's and somatic cell) associated with food borne illnesses. (Outcome)

Year	# Of facilities meeting 100,000 or less colonies of bacteria's.		# Of facilities meeting 400,000 or less somatic cell.	
	Target	Actual	Target	Actual
2005	350	0	335	0
2006	340	0	335	0

The number of dairy farms was reducing. Approximately 369 dairy farms provide 100% of Puerto Rico's needs. The control effectiveness was evaluated by using the parameters indicated in the table.

PROGRAM DURATION

Update for two years 2005-2006 of 5-year program cycle 2000-2004 (Long-term)

ALLOCATED RESOURCES

Fiscal Year	Resources			Total
	State	Federal	Others Federal	
2005	\$246,944.90	\$131,102.65	\$24,236.35	\$402,283.90
2006	\$256,822.69	\$140,279.84	\$28,356.53	\$425,459.06

ESTIMATED FTE COMMITMENT

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
2005	4.17	0	0	0	0	0
2006	4.17	0	0	0	0	0

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GOAL 3 - A HEALTHY, WELL-NOURISHED POPULATION

STATEMENT OF ISSUE(S)

Physical and mental health are necessary for the development of man's individual and social functions and a productive society. Health constitutes one of the biggest concerns not only for individuals, but for the government and non-government organizations. The way people perceive their state of health is one of the factors that help determine their physical and mental health. About a third (33%) of the population in Puerto Rico classifies its general health status between fair and poor.

Of all 52 states and territories that participated in the Behavior Risk Factor Surveillance System (BRFSS) during 1996 to 2000, Puerto Rico had the highest prevalence of people who reported their health as either fair or poor. Data also reflected that with increasing age, or with decreasing income and educational levels, the proportion of people that reported fair or poor health increased (Puerto Rico BRFSS, 2002).

The BRFSS is the main data collection system for states and territories to monitor the nation's health behavior and to measure progress toward its health objectives. These data provide vital information regarding the prevalence of risk factors associated with chronic diseases. BRFSS is an ongoing surveillance system supported by the Center for Disease Control and Prevention (CDC).

General health status is largely a product of influences from the general environment and numerous specific risk factors associated to identify lifestyles, such as: cigarette smoking, physical inactivity, high blood pressure, high serum cholesterol levels, obesity, and high-fat diets. According to the 2001 Annual Report of the Puerto Rico Health Department (published in 2003), coronary heart diseases (CHD) were the first cause of deaths with 18% of a total of 8,173 deaths (including CHD, cerebrovascular diseases and arteriosclerosis) of 28.4% of the total deaths.

About 83.8% of the Puerto Ricans reported not having engaged in regular and sustained physical activity during 2000 (PRBRFSS, 2002). Regular and sustained physical activity is defined as five or more sessions a week for at least 30 minutes each, regardless of intensity. Regular physical activity of at least moderate intensity and practiced five or more days of the week, reduces the risk of developing coronary heart disease, hypertension, colon cancer and diabetes. It also improves circulation, increases stamina, strength and flexibility, reduces symptoms of anxiety and depression, improves mood, and promotes general feeling of well-being. To obtain health benefits, adults need moderate physical activity for a total of at least 30 minutes most or preferably all days of the week.

As mentioned before, scientific literature has clearly established the use of tobacco products as independent risk factors for coronary heart disease and cerebrovascular diseases. In Puerto Rico cancer is the second cause of death (16.3%) with tobacco as one

of the risk factors for some of these cancers; also, one out of every five deaths is related to smoking and its noxious effects (PRBRFSS, 2002).

Obesity, which is caused by interplay of poor diet and lack of sufficient physical activity, is another contributing factor associated with the leading causes of death. Using the body mass index (BMI), which is used to determine if a person is at a desirable bodyweight, during 1996-2000 in Puerto Rico overweight and obesity in general increased 55% with a prevalence of overweight higher in males than in females (PRBRFSS, 2002). On the other hand, obesity was more common in women in 1996, 1997, and 2000. These prevalence of overweight and obesity tend to increase significantly with age. As a preventive measure, it is recommended that everyone use a variety of foods with at least the minimum daily portions recommended by the Food Pyramid for Puerto Rico. It is also recommended that people consume from 6 to 8 glasses of water daily.

Scientific research has determined that eating fruit and vegetables (green and yellow vegetables, several varieties of cabbage, soy products, and legumes) protect us from cancer, specifically intestinal and respiratory tract cancer. Some legumes, like beans, can also protect us from cancer. In spite of this, data show that 92.8% of Puerto Ricans do not eat five portions of fruit and vegetables every day.

Diabetes Mellitus (DM), associated with long-term complications that involve almost every major part of the body, including: heart disease, stroke, blood vessels, kidney and eye diseases, as well as nervous system disorders; is considered a major cause of illness, disabilities, and mortality in Puerto Rico. It is the third leading cause of death, preceded only by cardiovascular diseases and cancer. During 2001 there were a total of 2,399 victims of DM, which represents 8.3% of the total deaths (Puerto Rico Department of Health, 2003).

Accidents, which are a significant threat to adults and older people, causing loss of life and an extraordinary number of disabilities, were the sixth cause of death in Puerto Rico (Department of Health, 2003). The leading source of all fatalities involved lack of traffic safety with alcohol as the most hazardous contributing agent. According to the Traffic Safety Commission, during 2000, 41% of drivers killed surpassed the legal alcohol levels for Puerto Rico (.08 Blood Alcohol Content (BAC) for drivers of light vehicles is and .02 for drivers of heavy vehicles). Forty-eight per cent (48%) of drunk drivers disregard the legal speed limits. Of all the drivers who died in 2000, 36% were between the ages of 15 and 25 and 28% of those were legally drunk (.10 or more). Among the pedestrians who died in traffic accidents (79% were adults), 36% gave positive readings of BAC and 31% reached .10 or more. According to this data, pedestrians who die under these circumstances are not usually homeless or alcoholics; in most cases they are people with valid licenses who drive frequently. Of all the pedestrians who died in traffic accidents, 77% were 50 years old or older (PRBRFSS, 2002).

Most of the people spend approximately 90% of their time indoors. This can be highly harmful to their health, if we consider that scientific evidence indicates that toxic levels in air in interiors can be higher than outdoor air in even the largest and most

industrialized cities. The lung is the most common site of injury by airborne pollutants. Acute effects, however, may also include non-respiratory signs and symptoms, which may depend upon toxicological characteristics of the substances and host-related factors (Indoor Air Pollution, an Introduction for Health Professionals, EPA). In Puerto Rico pneumonia and influenza are the eighth leading cause of death. During 2001 there were a total of 924 deaths of pneumonia and influenza. These represent 3.2% of the total deaths. In the prevalence of disease, asthma was the second leading cause of morbidity (Department of Health, 2004).

Another health problem identified by the government is health fraud that leads individuals to waste billions of dollars on useless remedies and can cause ever greater harm by leading people with medical problems to delay getting proper treatment.

Studies conducted in Puerto Rico indicate that many students are placing themselves at risk for unhealthy behaviors. The Puerto Rico Youth Risk Behavior Survey (PRYRBS) conducted by the CDC during 2001 found that about 28.3 % of the participants had experienced sexual intercourse (Department of Education, 2002). A health problem related with early sexual activity is unwanted pregnancy. During 2001 approximately one out of every five births on the island resulted from girls aged 15 though 19 years old (Puerto Rico Department of Health, 2003). Many of these young women face serious health and psychosocial risks. The effective use of preventive programs targeted to children, youth, and families direct professionals' efforts toward the cause of problems rather than the symptoms which are risky behaviors.

Substance abuse is the socio-economic problem of most impact among adolescents and young adults in Puerto Rico. During 2001 about 41.1% drank alcohol during the past 30 days and a total of 36.4% of students rode with a driver who had been drinking alcohol during the past 30 days. (PRYRBS, 2003). Alcohol was followed by cigarettes as the substances most used by students of elementary, intermediate, and superior levels of both public and private schools (*Consulta Juvenil, ASSMCA, 2003*). During the past 10 years a tendency has also been observed of increased use of cigarettes, alcohol, and drugs.

Our stakeholders have also identified many of the following as critical issues in their communities: use of alcohol, drugs, teen pregnancies, violence, HIV incidence.

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KEY PROGRAM COMPONENT(S)

The PRAES will continue working in different partnerships with health and human services agencies to focus on collaborative efforts on the development of programs aimed at promotion and prevention. We will promote healthy lifestyles for people in both rural and urban areas, also addressing high risk factors through the prevention and early detection of diseases, prevention of injuries and disabilities and appropriate use of the health care system (promoting the development of self-care skills).

Once the diverse need of the general public are recognized we will concentrate our efforts to train professionals, community leaders and the public in decision-making related to health practices, including the importance of physical exercise and a nutritionally sound diet to prevent conditions related to the leading causes of death. Also, the importance of using food labels and the Puerto Rico Food Guide Pyramid will be addressed. To educate and empower individuals and families to adopt healthy behaviors and lifestyles, we will develop a special project targeted at adult clients. This project (Promoting Healthy Lifestyles) will encourage healthy individuals and family behavior.

In order to develop programs that help adolescents make decisions by which the risk of HIV transmission or unwanted pregnancy will be minimized, the PRAES will continue building relationships based on trust in which clear, honest, nonjudgmental, and knowledgeable information is delivered. The educational interventions (projects) should be flexible and creative to gain attention and to deliver the message. The following special health projects will be continued to develop skills to change behaviors and, to some extent, change the environment: postponing sexual activity (peer education), learning to be healthy (HIVIAIS prevention for children), using the arts in the STD, early pregnancy, and ATOD prevention (puppet theaters, music, etc.).

We continue working in the Healthy Indoor Air for America's Home Project. To teach young people we use our health project *Youth, Protect the Air that You Breathe*. This project prepare youth with skills that may help them identify interior air contaminants, their sources, their effects in human health, and their mitigation. In the Indoor Air Quality Competitions, the 4H will demonstrate the knowledge and skills acquired in this project. As part of this project we coordinated and effectively worked with the Puerto Rico IAQ Coalition. This Coalition with members of the state and federal government meet to create innovative education activities to promote the IAQ education.

INTERNAL AND EXTERNAL LINKAGES

Internal

Home economists, agricultural agents, health and food and nutrition specialists, Department of Food Technology, volunteers, Extension specialists in other states, professors of Food Technology, Department of Agricultural Education

External

Department of Health, WIC (Lactation), Tobaccoism Coalition, immunization program, folic acid campaign, Environmental Health Division, Diabetes Education and Control Program

Department of Labor, Automobile Accidents Compensation Administration, Department of the Family, Food and Drug Administration, AIDS Fraud Task Force, Head Start Program, Nutrition Committee of Puerto Rico, Department of Education, Puerto Rico Heart Association, Puerto Rico Lung Association, Puerto Rico Environmental Quality Board, American Cancer Society

The collaboration in coalitions/partnerships and the coordination with different agencies will increase the impact of educational programs.

TARGET AUDIENCES

Children from low income areas (Learning to be Healthy), HIV/AIDS prevention, traffic safety, personnel hygiene, education programs need to be implemented at an early age.

School age children (the MeNu Evaluation Competition) to teach young people about menu planning. Also the Indoor Air Quality Competition to prepare them with skills to help them identify Interior Air Quality Contaminants.

Adolescence (Postponing Sexual Activity): research indicates that peer influences are powerful determinants in a child's decision to engage in risky behavior; it appears that peer education deserves recognition as a viable prevention education strategy.

Individuals with an interest in postponing/preventing chronic diseases (short courses): to help people use knowledge and skills to improve their personal health behaviors. Families and individuals who receive government checks to help them buy and prepare food for themselves and their families.

Extension Professionals (train-the- trainer, in-service training)

OBJECTIVES, PERFORMANCE GOAL(S) AND OUTPUT AND OUTCOME INDICATORS

OBJECTIVE 1

To optimize the health of consumers by improving the quality of diets, the quality of food, and the number of food choices.

PERFORMANCE GOAL 2

To annually reduce the health risk factors through non-formal educational programs to improve dietary habits and physical exercise practices in which CSREES partners and cooperators play an active research, education, or extension role.

INDICATOR 1

- A. The total number of persons completing non-formal nutrition education programs on better management of health risk factors (e.g., obesity, hypertension, etc.). (output)
- B. The total number of participants meeting or exceeding some established goal or standard to reduce the level of risk upon completion of one or more recommended nutrition practices within six months of completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	200	0	100	0
2006	200	0	100	0

PERFORMANCE GOAL 3

To annually increase consumer awareness, understanding, and information on dietary guidance and appropriate nutrition practices in which CSREES partners and cooperators play an active research, education, or extension role.

INDICATOR 1

- A. The total number of persons completing non-formal nutrition education programs that provide dietary guidance to consumers. (output)
- B. The total number of these persons who actually adopt one or more recommended Dietary Guidelines within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	1200	0	600	0
2006	1200	0	600	0

OBJECTIVE 2

To promote health, safety, and access to quality health care.

PERFORMANCE GOAL 2

To annually improve individual and family health status through non-formal health education/risk reduction and promotion programs in which CSREES partners and cooperators play an active research, education, or extension role.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on topics directly related to health education/risk reduction and health promotion. (output)
- B. The total number of participants meeting or exceeding some established goal or standard to reduce the level of risk upon completion of one or more health education/risk reduction and health promotion programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	1200	0	780	0
2006	1200	0	780	0

PERFORMANCE GOAL 3

To annually increase the level of individual and family safety (or reduce risk levels) from accidents in the homes, schools, workplaces, and communities.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on topics related to home and workplace risk reduction and safety. (output)
- B. The total number of participants meeting or exceeding some established goal or standard to reduce the level of home and workplace risk upon completion of one or more risk reduction programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	500	0	300	0
2006	500	0	300	0

PERFORMANCE GOAL 5

To annually increase the availability of health education programs to communities in which CSREES partners and cooperators play an active research, education, or extension role.

INDICATOR 2

The total number participants in community-wide health events. (outcome)

Year	# of participants community-wide health events	
	Target	Actual
2005	2000	0
2006	2000	0

PROGRAM DURATION

Update of two years 2005-2006 of 5-year program cycle 2000-2004 (Long-term)

ALLOCATED RESOURCES

Fiscal Year	Resources			
	State	Federal	Others Federal	Total
2005	\$4,542,022.21	\$2,411,352.39	\$445,775.76	\$7,399,150.36
2006	\$4,723,703.10	\$2,580,147.05	\$521,557.64	\$7,825,407.79

ESTIMATED FTE COMMITMENT

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
2005	77.09	0	0	0	0	0
2006	77.09	0	0	0	0	0

EDUCATION AND OUTREACH PROGRAMS

PRAES will continue focusing in health and nutrition programs. Research from the Agricultural Experiment Station and the Campus of Medical Sciences of the University of Puerto Rico will be disseminated through the island by county Extension personnel.

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GOAL 4 - TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN AGRICULTURE AND THE ENVIRONMENT

STATEMENT OF ISSUE(S)

A. Sustain and protect ecosystems and biodiversity (sustainable agriculture and forestry):

Forest Health Management has become a familiar subject. It started as a joint program with the USDA-Forest Service to train agricultural agents on plant diagnostics, pests and diseases. Such partnerships produced written material on the most common forest pests on the island and how to properly manage and control them. It also produced the preparation and establishment of a web page. Practices on sustainable agriculture will continue to be emphasized and as part of the public policy of the College of Agricultural Sciences (CAS), at the Mayagüez Campus, University of Puerto Rico, for agricultural development that strives for food production while preserving the environment. Publications on sustainable agriculture, in Spanish, were prepared for the general public and for a mailing list of 500 persons (mostly farmers and agricultural professionals). The level of practice adoption among participants on non-formal education training on sustainable agricultural practices will be continued by information collected based on interviews, observation during farm visits, interest in the recommended practices, and number of participants adopting recommended practices.

Different practices are used to reduce the application of pesticides and chemicals for agricultural purposes. Joint efforts are conducted by the Agricultural Experiment Station, the Faculty of Agriculture of the College of Agricultural Sciences at the Mayagüez Campus, University of Puerto Rico, and the Puerto Rico Agriculture Extension Service (PRAES) through seminars and research incorporating this concept through the formal program of study and non-formal education.

An agreement with the USDA-Forestry Service and the CAS has facilitated the organization of the Puerto Rico Forestry Conference since 1997. Each year it emphasizes on a different issue or topic related to forestry. The Urban Forestry Conference moved and rotated to other hosting countries and was given an international perspective emphasizing the Caribbean area. Each Conference is evaluated by the participants and their input considered for up-coming educational activities.

The State Department of Natural Resources and Environment (SDNRE) launched a big forestation program throughout the island. Each year a quota is set of trees to be planted around the island in different activities during the celebration of the Earth Week in April. However, this effort does not pay the necessary attention for the care and maintenance of the newly planted trees.

The intensive and indiscriminate use of pesticides in coffee; sugarcane; plantains; bananas; vegetables and ornamentals greenhouses; and vegetables, coffee, and oranges nurseries present a risk for the wildlife and environment of Puerto Rico. The Law for Endangered Species pointed out that the destruction of habitat could be caused by the uncontrolled and inadequate use of pesticides. Emphasis on the protection of endangered species, equipment calibration, less toxic alternatives in the use of pesticides, and buffer zones around the community, forests or where endangered species live and breed was continued. This effort includes orientation of farmers on the protection of endangered species as part of the pesticides applicators training and certification by the State Department of Agriculture. Coordination with different government agencies to train their personnel on pesticide application for their coverage area and general public will continue.

2. Sustain and protect the quantity and quality of water (surface and underground)

The improper use of pesticides has contributed to the contamination of wells in the northern and southern parts of the island. Also, solvents and organic compounds have contaminated the aquifers along the north coast; and misconceptions on the use of fertilizers to increase crop production, runoff residues, and solid waste management have contributed to the pollution of water in rivers and lakes.

A significant amount of our agriculture is conducted in small units in the mountain area. The high slopes in these areas are associated to the high costs of the implementation of adequate farm waste management practices. In Puerto Rico there are 372 dairy farmers, approximately 1,000 swine production units, 292 broiler producers, and 30 egg producers. There are also 118 coffee processing buildings. The Environmental Quality Board (EQB) and the EPA have identified coffee processing buildings as potential sources of water contamination. The PRAES, through its agricultural engineering unit offers assistance to farmers on issues related to designs of structures and waste management systems that comply with environmental regulations. Once the technical assistance is offered, follow-ups to farmers and visits to the farms are conducted to corroborate that the practices are being implemented and working properly. To re-enforce these efforts, the PRAES Water Quality Program offers training and assistance to the agricultural agents and home economists on the documentation required by government agencies to obtain permits for waste management plans or for the use of different agricultural projects. Also, Farmers, homeowners and the public are offered technical assistance in water quality and animal waste management structures.

As part of the University of Puerto Rico's environmental policy a solid waste management plan (a compost demonstration project), was established at the Alzamora Farm lab for the composting of grass clippings and dry leaves collected daily at the Mayagüez Campus. The Municipal Department of Transportation also contributes grass clippings from the Mayagüez area. The product is then sold in plastics bags for use on house plants. Initial support was obtained through a grant by the Puerto Rico Solid Waste Authority.

Public water-supply reservoirs in Puerto Rico have been rapidly filling up with sediment; dramatically reducing the storage capacity of lakes by as much as 60% over the past 50 years. This loss of capacity, coupled with a significant increase in population, has created the potential for long-term water supply problems in Puerto Rico. Information on water quality and quantity and education on recycling and waste management practices, as well as control of soil erosion continue to be offered.

3. Conserve, protect and enhance soil resources:

Approximately 50% of the island has fertile soils that are adequate for agriculture. Most of these soils are highly erodible requiring continued use of conservation practices. Besides steep slopes, the clay soils that characterize our central mountain region, which receive heavy precipitation throughout the year, add to the problems associated with soil erosion and sedimentation. It is common practice to level terrains with bulldozers before a construction, exposing soils without a cover (leaving them without a soil control measures).

Attention is given to brush fires that occur every year, mostly in the southern coastal region of the Island. Highways often have to be closed down due to fire smoke. Educational materials were prepared (transparencies, compact disk and a 12-page color publication) on fire, its effect on human health, and preventive measures to protect the farm land. Such materials are used in an educational campaign to create awareness, not only to protect human health, but important natural resources such as forests and the marine environment.

Efforts of the Environmental Quality Incentive Program (EQIP) (a project coordinated by the USDA-NRCS to offer technical assistance to farmers who participate in natural resources conservation programs), will continue for the next two years. The project is geared to coffee production to promote ecological coffee processing requiring less water and energy in the processing.

KEY PROGRAM COMPONENT(S)

PRAES, strives to create awareness first and then encourage the implementation of recommended practices to reduce the contamination of soil and water resources, and to protect the natural resources through agricultural practices that are in harmony with the environment (soil erosion control measures, sustainable agricultural practices, forestry [urban and rural] reduce the amount of chemicals used [pesticides, fertilizer] increase the use of organic material—compost, and animal waste management) through its educational efforts.

INTERNAL AND EXTERNAL LINKAGES

Internal

Personnel of the College of Agricultural Sciences, the Agricultural Extension Service, and the Agricultural Experiment Stations will help with trainings, research and information sharing. PRAES specialists will coordinate with Experimental Station scientists and College of Agricultural Sciences faculty.

External

The Department of Agriculture will help with technical assistance and incentive programs. The Natural Resources and Conservation Service will collaborate in the implementation of practices for the protection of our natural resources and the environment. This effort will be conducted with the assistance US Forest Service, the State Department of Natural Resources and Environment, the USDA Natural Resource Conservation Service, the Environmental Quality Board, the Environmental Protection Agency, the Puerto Rico Space Grant Consortium, the Resource Conservation and Development Councils, the Department of Labor, and the Soil Conservation Districts.

TARGET AUDIENCES

Farmers, youth, farm workers, rural community leaders, and general public. Handicapped and veterans are under-served population to be targeted.

OBJECTIVES, PERFORMANCE GOAL(S), OUTPUT AND OUTCOME INDICATORS

OBJECTIVE 1

To develop, transfer, and promote the adoption of efficient and sustainable agricultural, forestry, and other resource conservation policies, programs, technologies, and practices that ensure ecosystems achieve a sustainable balance of agricultural activities and biodiversity.

PERFORMANCE GOAL 2

To annually increase agricultural producer awareness, understanding, and information regarding the adoption of agricultural production practices that sustain and/or protect ecosystem integrity and biodiversity in which CSREES partners and cooperators play an active research, education, and extension role.

INDICATOR 1

- A. The total number of persons completing non-formal education program on sustaining and protecting ecosystem biodiversity while improving the productivity of the U.S. agricultural production system. (output)
- B. The total number of these persons who actually adopt one or more recommended practices within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual	Target	Actual
2005	978	0	875	0
2006	986	0	880	0

DATA COLLECTION METHODOLOGY

Farmers Interview and observation of recommended practices implementation in farm visits.

OBJECTIVE 2

To develop, transfer, and promote adoption of efficient and sustainable agricultural, forestry, and other resource policies, programs, technologies, and practices that protect, sustain, and enhance water, soil and air resources.

PERFORMANCE GOAL 1

To annually increase producer adoption of agricultural production practices that conserve and/or protect surface and groundwater supplies on or adjacent to agricultural production sites or land uses.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on sustaining and/or protecting the quantity and quality of surface water and ground water supplies. (output)
- B. The total number of these persons who actually adopt one or more water management practices within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual	Target	Actual
2005	3400	0	2050	0
2006	3415	0	2052	0

PERFORMANCE GOAL 2

To annually increase producer adoption of agricultural production "best practices" that conserve, protect, and/or enhance the soil resources on or adjacent to agricultural production sites or land uses.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on conserving, sustaining, and/or protecting soil resources. (output)
- B. Total number of these persons who actually adopt one or more soil conservation practices within six months of completing one or more non-formal education programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual		Target
2005	2645	0	1953	0
2006	2550	0	1968	0

DATA COLLECTION METHODOLOGY

Follow-up on farmers and farm visits to corroborate that the implementation of the practice is properly applied.

OBJECTIVE 3

To improve decision-making on public policies related to agriculture and the environment.

PERFORMANCE GOAL 2

To annually increase the effectiveness of constituent and citizen participation on public policy issues affecting agricultural production, the environment, and ecosystem integrity and biodiversity.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on public policy issues affecting agricultural production and ecosystem integrity and biodiversity. (output)
- B. The total number of these persons who actually become actively involved in one or more public policy issues within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1B (Outcome)	
	Target	Actual		Target
2005	345	0	295	0
2006	348	0	296	0

PROGRAM DURATION

Update of two years 2005-2006 of 5-year program cycle 2000-2004 (Long-term)

ALLOCATED RESOURCES

Fiscal Year	Resources			
	State	Federal	Others Federal	Total
2005	\$1,159,759.07	\$615,714.25	\$113,824.30	\$1,889,297.62
2006	\$1,206,149.43	\$658,814.25	\$133,174.43	\$1,998,138.11

ESTIMATED FTE COMMITMENT

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
2005	19.64	0	0	0	0	0
2006	19.64	0	0	0	0	0

EDUCATION AND OUTREACH PROGRAMS

Some ongoing environmental projects will be continued during the next five years. Coordination with all related agencies/organization will be continued and research will be disseminated.

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GOAL 5 - TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

STATEMENT OF ISSUE(S)

The total population of Puerto Rico according to the 2000 Census of Population is 3,808,610 people. Of this total, 51.9% are women and 48.1% men, 71% are urban and 29% rural, and 924,398 (24.2%) are children and adolescents between 5 to 19 years old. The census also indicates that 71% of the families under the poverty level are lead by women with children and 44% are composed by married couples with children. Thirty-four percent (34%) of the women 16 years old or over become part of the labor task force.

The accelerated population growth, the rapid economic and social transformations undergone by the Island, have had an impact upon the family system, family lifestyles, social and economic needs, and community development. PRAES and local government combined efforts to educate families on family relations, parenting skills, child development, consumer education, family budget, community development, family resource management, value of household work, and youth development life skills. Efforts are also aimed at assisting low-income families and promoting healthy behaviors and better lifestyles in individuals, families, and communities to become “Healthy People and Healthy Communities”.

The Puerto Rico Department of Health (2000) reported 59,461 births; of these, 28,410 were from adolescent mothers. These young mothers are at a disadvantage because they are not prepared to face the emotional, social, and economic factors affecting their lives and their children. Therefore, we must educate parents and young families in parenting skills and development to contribute to the development of stable, happy, and successful children in school and life and to become responsible citizens and better human beings in their adult lives.

The increased number of divorces and number of child abuse victims as a result of family violence and the use of drugs and alcohol have affected children and adolescents. According to statistics around 54,996 pre-adolescents have tried alcohol at least once in their lives and the use of cigarettes is common among children 12 years old or more. We must educate the parents of children in pre-school and elementary school to protect them against alcohol and drugs. We also have to educate the public on parental skills, if we want to contribute to the development of stable and happy children that can be successful in school and become responsible citizens of our society.

The Family Life and Child Development Specialist facilitates strategic planning workshops for families and communities at risk, curriculum, trainings, community organizations, and local and state coalitions. A state family project “Values Education in Character Traits” will be promoted in a non-formal education based program on parenting skills, behaviors, and practices.

There are 417,218 elderly people in Puerto Rico (2000 Census of Population). Of this total, 27.7% have some type of physical and/or mental limitation. The forecast for this century shows an increase of 15.2% of the elderly population. Therefore, we have to work to meet the needs of this population.

The Youth Program's educational efforts are also directed toward life-skills, leadership development self-esteem, safety, science and technology, nutrition, health, environment, sexuality education, and others.

Rural and urban communities in Puerto Rico are in continuous development. PRAES, as a part of the College of Agricultural Sciences of the University of Puerto Rico, serves as a link between the University and the community. The Community Resource Development Program educates and trains community leaders to find solutions to their problems. PRAES assists in the preparation of an action plan to offer support to community leaders and government agencies.

PRAES has developed educational home-based programs to help families use their own resources and start home-based businesses, therefore, helping themselves to increase their family income. This educational program suggests many ways in which families can turn skills, hobbies, and ideas into money. The creation of home-based businesses is a growing trend in the economy. One of the areas that individuals and families commonly choose to develop their home-based business is in the clothing specialty, a field particularly targeted by our educational efforts.

One of PRAES' goals is to develop effective leaders among the families, youth, and communities that we work with. It is important that family members acquire leadership skills in order to cope with the different situations they can face in the future. A program to develop leadership among our community collaborators can vitalize and strengthen the foundations of our democratic system, and prepare citizens to participate more effectively in the issues and problems they are likely to face and how to solve them.

KEY PROGRAM COMPONENT (s)

PRAES, will continue developing educational programs to: orient the families to assure their resources; strengthen the capacity of families and communities; be partners in building stronger families that can contribute to on-going efforts in community development; strengthen and empower families to nurture, support and guide their members throughout their lives; and manage better the expertise of Extension educators at all levels. Each municipality will prepare a plan of action to accomplish the state goal. At state level a model program will be prepared for adaptation and implementation in the communities by Extension educators. Efforts will emphasize an increase in interagency and organization collaboration at federal, state, and local levels to improve outreach to families. Other strategies are to train and empower parents, couples, and children in different areas of family relations and child development; developing and establishing special projects in parenting skills, child and human development, adolescent life skills

development, youth at risk issues, financial aspects, elderly-care, and leadership development to form better leaders and citizens. Also, emphasis will be given to the use of volunteers as sources of support for families and communities at risk, involving families and communities in public policy decisions that affect their communities and well-being. This will be done by a more effective use of technology such as distance learning strategies to help reach more clientele.

Extension specialists/educators prepare publications, curriculums, articles, training, radio and television programs, forums, and workshops to reach state goals. The Agricultural Experiment Station provides the research basis needed to advance the producers' and communities' understanding of the changes occurring in their given situations. Research results are shared with PRAES personnel and government officials, particularly with those in the position of making public policy decisions.

INTERNAL AND EXTERNAL LINKAGES

Internal

Extension agents, professors from the Department of Agricultural Education (College of Agricultural Science, University of Puerto Rico, Mayagüez Campus), professors from the School of Ecology, Family and Nutrition (University of Puerto Rico, Río Piedras Campus), and extension specialists.

External

Department of the Family, the Department of Agriculture, the Department of Education, Department of Labor, the Puerto Rico Planning Board, the Head Start Program, The Department of Consumer Affairs, volunteer leaders, farmers, and producers.

The collaboration in coalitions/partnerships and the coordination with different agencies will increase the impact of educational programs.

TARGET AUDIENCES

Families with children (0-5 years old) and child care providers: To provide support and education on child growth/development, early childhood education, and care to develop healthy children to become successful in school and personal life.

Married couples and teenagers: To strengthen the family base and the relationship between both sexes.

Parents: Education on how to rear and discipline their children.

School age children and teenagers: To develop life skills in order to be better citizens and to learn how to handle their problems.

Elderly persons: To orient them how to face their situations and have a better quality of life.

Families and youth at high risk: educate and train them to improve and develop family relations skills.

Volunteer leaders: an important element to expand the educational message to other clientele.

Farmers: research results and other scientific practices in agriculture.

Low-income families and other families: to help them improve their socioeconomic environment and orient them on how to manage their resources and to be wise consumers.

OBJECTIVES, PERFORMANCE GOAL(S), AND OUTPUT AND OUTCOME INDICATORS

OBJECTIVE 1

To increase the capacity of communities and families to enhance their own economic well-being.

PERFORMANCE GOAL 2

To annually increase economic opportunities in communities through economic development programs in which CSREES partners and cooperators play an active research, education, and extension role.

INDICATOR 1

- A. The total number of public officials and community leaders completing non-formal education programs on economic or enterprise development. (output)
- B. The total number of these public officials and community leaders who actually adopt one or more recommended practices to attract new businesses or help expand existing businesses within six month after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	504	0	214	0
2006	508	0	253	0

INDICATOR 2

The number of new businesses started resulting from economic development programs developed in collaboration with CSREES partners and cooperators. (outcome)

Year	# of new businesses started	
	Target	Actual
2005	41	0
2006	42	0

INDICATOR 4

The number of jobs created by the formation of new businesses and expansion of existing businesses resulting from economic development programs developed in collaboration with CSREES partners and cooperators. (outcome)

Year	Indicator	
	Target	Actual
2005	22	0
2006	24	0

PERFORMANCE GOAL 3

To annually improve the financial status of families through financial management education programs implemented in which CSREES partners and cooperators play an active research, education, or extension role.

INDICATOR 1

- A. The number of persons completing non-formal financial management education programs. (output)
- B. The total number of these persons who actually adopt one or more recommended practices to decrease consumer credit debt or increase savings within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	4350	0	3408	0
2006	4355	0	3420	0

OBJECTIVE 2

To increase the capacity of communities, families, and individuals to improve their own quality of life.

PERFORMANCE GOAL 1

To annually increase the incidence of caring communities resulting from non-formal education programs in which CSREES partners and cooperators, play an active research, education, or extension role.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on community decision-making and leadership development. (output)
- B. The total number of these persons who actually become actively involved in one or more community projects within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	6595	0	3464	0
2006	6711	0	3636	0

INDICATOR 2

- A. The total number of dependent care providers completing non-formal education programs. (output)
- B. The total number of these dependent care providers who actually adopt one or more new principles, behaviors, or practices within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	2154	0	706	0
2006	2495	0	741	0

PERFORMANCE GOAL 2

To annually increase the incidence of strong families resulting from non-formal education programs in which CSREES partners and cooperators play an active research, education, or extension role.

INDICATOR 1

- A. The total number of persons completing non-formal education programs on parenting. (output)
- B. The total number of these persons who actually adopt one or more parenting principles, behaviors, or practices within six months after completing one or more these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	3004	0	2226	0
2006	3413	0	2276	0

INDICATOR 2

- A. The total number of persons completing non-formal education programs on youth development. (output)
- B. The total number of these persons who actually adopt one or more youth development principles, behaviors, or practices within six months after completing one or more of these programs. (outcome)

Year	Indicator 1A (Output)		Indicator 1 B (Outcome)	
	Target	Actual	Target	Actual
2005	17200	0	13900	0
2006	18100	0	14857	0

PROGRAM DURATION

Update of 2 years 2005-2006 of 5-year program cycle 2000-2004

ALLOCATED RESOURCES

Fiscal Year	Resources			Total
	State	Federal	Others Federal	
2005	\$4,778,677.74	\$2,536,992.43	\$469,002.26	\$7,784,672.43
2006	\$4,969,824.84	\$2,714,581.90	\$548,732.65	\$8,233,139.39

ESTIMATED FTE COMMITMENT

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
2005	81.00	0	0	0	0	0
2006	81.00	0	0	0	0	0

EDUCATION AND OUTREACH PROGRAMS

Many families, youth and community projects will continue during the next five years. Three different programs devote FTE's to this goal (Family and Consumer Sciences, 4-H Youth, and Community Resource Development). These efforts will be through the whole island.

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B. STAKEHOLDER INPUT PROCESS

During FY 2005, the stakeholder input process will follow-up on issues identified by the stakeholders. This assessment will be conducted through local meetings and personal communications. In areas where broader knowledge and understanding are needed; qualitative methods such as focus groups will be employed. This will allow us to monitor any urgent need for the current year.

In addition, during FY 2005, we will begin the implementation of a larger statewide needs assessment study that will be used in the development of the plan of work for the new 5-year period that begins in FY 2007. The recently structured Local Advisory Committee (in Spanish CASEA) will receive training in conducting local needs assessments. Local agents together with volunteer leaders, members of CASEA, will collect input from our stakeholders at the local level either through focus groups or surveys. To provide a wide variety of stakeholder input, participants will be recruited from different sectors including state agencies, community organizations, key informants, and volunteer leaders, among others.

In general, stakeholders will be asked about critical issues that should be addressed by PRAES and their recommended strategies to address these issues. This statewide needs assessment process will begin during FY 2005. Analysis of the findings will be conducted during FY 2006. This will consist of prioritizing needs and evaluating resources needed to address these issues. A strategic planning committee will conduct this task and will develop a preliminary plan of work. This preliminary plan will be sent back to key stakeholders for additional feedback before its implementation.

C. MERIT REVIEW PROCESS

The Merit Review Process will continue as planned for the previous year. Four committees are established by program area: agriculture, family and consumer sciences, 4-H youth and community development. Each committee consists of five reviewers: the program leader, the specialist and contact person in the area, a member of the planning and evaluation office and two external members such as a key member from a state department, a faculty member in the specific area, or another person with vast knowledge of critical issues in the specific area. The committees will meet at least three times annually in order to discuss our plan of work, particularly how our plan of work is addressing the needs of our stakeholders and to evaluate accomplishments at the end of the year. Reviewers will provide the necessary recommendations in order to keep the relevance of our program goals.

D. EVALUATION OF THE SUCCESS OF MULTI AND JOINT ACTIVITIES

This evaluation phase will follow the four questions established in the *Guidance for the Annual Report of Accomplishments and Results*.

- 1) Did the planned programs address the critical issues of strategic importance, including those identified by stakeholders?
- 2) Did the planned programs address the needs of under-served and under-represented populations of the State?
- 3) Did the planned programs describe the expected outcome and impacts?
- 4) Did the planned programs results in improved program effectiveness and/or efficiency?

These criteria will guide not only our evaluation at the end of the fiscal year, but will also help us in planning our multi and joint activities to address these criteria, particularly considering our stakeholders as well as the under-served and under-represented populations. Specialists in charge of multi and joint activities will employ these criteria to conduct the evaluations of their programs.

CIVIL RIGHTS

GOALS & PROCEDURES: EQUAL OPPORTUNITY EMPLOYMENT

The Puerto Rico Extension Service Equal Employment Opportunity Program has established policies and procedures regarding personnel management and employment for underrepresented and underutilized employees and applicants without consideration of race, color, sex, national origin, religion, age and mental or physical handicap. Extension informs people about programs available, equal employment opportunities, sex equity participation, and handicap involvement.

An Affirmative Action Plan is prepared and reviewed annually to provide equal employment opportunities to all persons, keeping a discriminatory-free environment in all areas including: recruiting, hiring, training, compensation benefits, promotions, transfers, layoffs, recall from layoffs, and educational, recreational and social programs. As part of our approach, we have discussed and published the policy, procedures and action plan for progress, and all other aspects of the Extension EEO Program. A complaints procedure was developed and Extension personnel and applicants were informed about it. It incorporates specific program targets for the delivery of Extension educational programs and related activities to meet the needs and interests of underrepresented groups as a means of increasing their participation.

All activities will be announced by one or more of the following mass media: circular letters, television and radio announcements, newspapers, posters located in public facilities, like schools, colleges, public organizations, etc. These announcements will show our non-discriminatory policy and the name and address of the person to contact in case of discriminatory treatment. One copy of the poster "...And Justice for All" will be placed in every Extension Office and other facilities used by Extension in serving the public.

The EEO Officer will work closely with administrative, supervisory, and other staff members to incorporate training requirements needed to implement and sustain the EEO Program into the induction and in-service training programs for all employees.

Conduct ADA training for employees and supervisors to ensure they are familiar with the policies and practices for the full participation of individuals with disabilities in Extension activities, programs, and employment.

GOALS & PROCEDURES: PROGRAM DELIVERY

The Extension Service helps people in the problem solving process, mainly in communities, and does not discriminate because of race, color, national origin, sex, age and physical or mental handicap. Help and guidance are offered through the organization by advisory committees and the involvement of the people in the community. They learn how to use community resources to solve their problems.

Extension professionals and paraprofessionals offer counseling and guidance to farmers and their families, low-income families, youth, and community leaders. Special attention must be given to local minorities or protected groups, the disabled, the old, the veterans, and women. Participation of members of these groups is promoted and increased through different committees and activities of the Extension Service's educational programs. These programs are: Agriculture, Marketing, and Natural Resources; Family and Consumer Sciences; 4-H and Youth; and Community Resource Development. Also there is cooperation among state government agencies that promote guidance from Extension personnel to other areas not exactly limited to those above mentioned.

Major emphasis is being given to disabled youth to join the 4-H program.

The EEO Officer will continue evaluating the whole selection process to insure freedom from bias and, thus, aid in the attainment of the goals and objectives.

An Affirmative Action Plan is prepared and reviewed annual]y to provide equal employment opportunities to all persons, keeping a discriminatory-free environment in all areas including: recruiting, hiring, training, compensation benefits, promotions, transfers, layoffs, recall from layoffs, and educational, recreational and social programs.

The Extension Service will not provide assistance to organizations or groups that exclude persons from membership through discriminatory practices.

GOALS & PROCEDURES: PUBLIC NOTIFICATION

The Agricultural Extension Service of Puerto Rico offers educational programs to all citizens and does not discriminate because of race, color, sex, national origin, religion, age and mental or physical handicap. Extension uses all mass media available to announce that our activities are open to all the public. Also, we make special efforts to encourage all potential clientele and underrepresented and protected groups to participate in our programs.

All Extension activities will be announced by one or more of the following mass media: television programs, radio programs, circular letters, newspaper, and posters. The announcements will feature our non-discriminatory policy and the name and address of the person to contact in case of any discriminatory treatment. One copy of the poster "...And Justice for All" will be placed in every Extension Office and other facilities used by Extension in serving the public.

GOALS & PROCEDURES: CIVIL RIGHTS TRAINING

The Civil Rights Act of 1964, as amended, provides protection of constitutional rights in public education and public facilities.

Laws and regulations of the Civil Rights Commission prohibit discrimination in federally assisted programs like those of the Agriculture Extension Service and many others in Puerto Rico.

The Equal Employment Opportunity (EEO) Officer will offer training staff members and supervisors to familiarize them with laws and regulations on civil rights and to assure that supervisors understand that their work performance will be evaluated on the basis of their equal employment opportunity efforts, as well as other criteria.

New Extension employees will receive information on Civil Rights at the Induction Training. The local Extension Service will create awareness among its personnel of Civil Rights regulations through regular training meetings and circular letters.

GOALS & PROCEDURES: ON-SITE COMPLIANCE REVIEWS

To assure full compliance of the Equal Employment Opportunity Program, the Extension Personnel Office will oversee that the analyses of job qualification standards and job descriptions are carried out making the necessary adjustments on a regular basis. The Personnel Office must carry out an analysis of hiring and assignment practices to determine the extent of any discrimination that might be present in the different procedures. It has prepared job description and qualification standards for all personnel that are reviewed annually to prevent any kind of discrimination. Education is provided to facilitate and promote a better use of human resources in Extension.

A training program will be developed to give orientation to county agents, home economists, specialists and office personnel. Committees for on-site reviews will be reorganized at six regional meetings. They will receive training on EEO programs. An induction training program for new employees and personnel with joint appointments will also be conducted.

During updated planning cycle 2005-2006 the same Internal Complaints Procedure will be in use. The complaints procedure in the Agricultural Extension Service gives the complainant the opportunity to ask for a revision at a higher level in the University system. This is established in the Regulations for Administrative Procedures of the Higher Education Council of the University of Puerto Rico, Certification Number 138 (1981-82), as amended. In addition, the Procedure for Formal and Informal Actions in Sexual Harassment and Sexual Discrimination established by the University of Puerto Rico has been in use.

Every complaint will be attended by the legal attorney of the Chancellor's Office. All ADA cases are evaluated by the UPR-RUM Reasonable Accommodations committee.

SELECTEDREPORTING OPTION

Total (100%) Data Collection

ADDITIONAL COMMENTS

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