SUPER
System for University Planning Evaluation & Reporting

WORKSHOP

November 6-7, 2012
Embassy Suites, Murfreesboro
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Introduction

PURPOSE
In planning, reporting and evaluating programs, Extension organizations face a complex set of issues. Reporting solutions often do not easily support the reporting requirements of Federal, state and county governments. SUPER creates efficiency through streamlined reporting. This user-friendly software helps Extension personnel to capture inputs, outputs and outcomes.

SUPER is a custom software that supports statewide Extension operations. The SUPER concept is a highly integrated, context sensitive web-based solution. SUPER eliminates the redundant entry of information; automates several routine functions; and provides scalability and flexibility not achievable in many current solutions. SUPER is built in the .NET framework.

REPORTING
SUPER presents each user with an individualized, program-driven dashboard that summarizes inputs, outputs and outcomes.

Figure 1. Delivery Dashboard
It allows for easy access to tools such as outcome indicators and impact statements. Data entry and tracking occurs regarding:

- **Activities**: hours, volunteerism, funding, contacts, contact methods and multi-sessions
- **Outcome Indicators**: statewide standards organized via short-term, intermediate and long-term
- **Impact statements**: title, issue, what was done, outcome indicators, contact information all pulled and summarized automatically from SUPER

**OVERVIEW OF SUPER MODULES**

- **Planning** – supports individual job objectives that are locally-driven and team plans that are state-driven
- **Needs Assessment** – drives the planning module; produces county or state profiles using U.S. Census Bureau data and focus groups, questionnaires, interviews, etc.
- **Program Delivery** – tracks outputs and outcomes, including the use of standard, statewide outcome indicators
- **Profile** – produces employee performance appraisal documents including all forms and vita
- **Training/Registration** – defines and manages courses, events, conferences and camps
- **Enrollment** – feeds registration in the training/registration module; manages individual client data (including 4-H enrollment)
- **Unit Operations** – tracks budget creation and routing
- **Reporting** – produces reports of all inputs, outputs and outcomes; special features include annual impact statements, exception reports and ES-237
Review: Walk Across Tennessee

SHIRLEY HASTINGS

Figure 2. Walk Across Tennessee
2005 Walk Across Tennessee/Impact Statement

Issue: Tennessee ranks 46th overall in health, and 61% of adults in the nation are overweight or obese. Due to the epidemic of overweight, life expectancies will soon be shortened in areas where obese rates are high, according to the International Society for the Study of Obesity. Heart disease is one of the problems associated with poor diet and lack of exercise and can occur at any socio-economic level. Regular physical activity helps reduce a person's risk of having a heart attack and stroke.

What has been done: UT Extension implemented the Walk Across Tennessee program to involve communities in taking charge of individual health. UT Extension organizes community coalitions to recruit teams for the eight-week fitness program. The program materials, group meetings, news articles, research-based information, radio and other media were used to motivate participants to walk the distance of the state.

Impact: Walk Across Tennessee was organized in 21 counties with 2,158 participants. The participants logged 198,176 miles, or an average of 92 miles per participant.

In Benton County, 40 walkers had the following impacts as measured by an end-of-program questionnaire:

- 75% will continue to walk after the 8 week program.
- 61% increased the amount of physical activity as a result of what they learned.
- One Benton County walker stated that she lost 10 pounds in the eight weeks.

In Coffee County, the 8-week evaluation of 60 participants revealed that:

- 100% increased types (walking, biking, hiking and jogging) of weekly physical fitness activities from two to three.
- 100% increased the number of times each week they participant in physical fitness activities from six to ten.
- 100% are exercising an average of 59 minutes more each day.
- 100% reported one or more personal benefits of the program; increased exercise, motivated self, friends and family, decreased TV time and/or reduced stress level.
- 47% reported improved eating habits.
Overton County 4-H involved 64 students in Walk Across Tennessee. Teachers reported that students became more motivated during the program; improved their attention span during class; improved their grades; reduced discipline problems; and created social bonding for students.

In Dyer County, the local National Guard Unit was activated and stationed in Kuwait, and the soldiers took Walk Across Tennessee with them! Camp Airfjan located in Kuwait was home to five Walk Across Tennessee teams. Soldiers who participated noted the program significantly increased their ability to pass the required Army physical fitness test, reduced their stress and improved moral. The program success received recognition in the Army newsletter.

**Funding:** Smith-Lever

**Scope of Impact:** State-specific
2006 Walk Across Tennessee/Impact Statement

**Issue:** Over 60% of Tennesseans are overweight or obese. The lack of physical activity is a major reason why children, teens and adults are overweight. Regular physical activity of even moderate intensity can improve health and reduce the risk of many chronic diseases, such as diabetes and high blood pressure. Yet, half of Tennesseans are not active enough to receive the health benefits of physical activity.

**What has been done:** *Walk Across Tennessee* is an 8-week walking program for teams of eight people. The teams will have a friendly competition to see who can log the most miles walking, jogging, biking, dancing or other types of physical activity. Team members do not have to walk together. Some may prefer to walk outside, while others walk on a treadmill. They can use a variety of activities by using physical activity equivalents. Miles are recorded on a Tennessee map posted in county UT Extension offices and other places around the community or organization, so everyone can see the teams' progress. The team who walks the farthest "across Tennessee" will win, but everyone who participates will take home a healthy habit ... walking for fitness.

**Impact:** Thirty-eight counties participated in *Walk Across Tennessee*, reaching 7,836 Tennesseans. This included 561 teams, who walked 387,493 miles. The goal of the program is to help people maintain their walking after *Walk Across Tennessee* ends. After three months, 1,964 reported they had maintained their walking. After six-months 1,525 had a walking routine. After one year, 857 people reported they still maintained their walking routine. An additional 319,553 Tennesseans in 33 counties were reached with information about the importance of physical activity through exhibits, newspaper articles, publications, radio and television programs, and Web sites.

**Funding:** Smith-Lever Funds and a variety of funding at the county level

**Contact:** Barbara (Bobbi) P. Clarke, Ph.D., R.D., Professor & Extension Health Specialist, Co-Director, UT Center for Community-Based Health Initiatives, The University of Tennessee Extension, Family & Consumer Sciences, 119 Morgan Hall, Knoxville, TN 37996-4501, phone: (865) 974-8197, fax: (865) 974-5370, e-mail: bclarke@utk.edu
Review: Workforce Preparation

STEVE SUTTON

Figure 3. Stress Reduction Kit

Directions:
1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary or until unconscious.
4. If unconscious, cease stress reduction activity.
Title: Workforce Preparation

CSREES Goal Area: 5

Issue: One of the five basic competency areas that have been identified as essential for adult success in vocational competence. Youth must have a broad understanding of vocational options and of steps to act on career choices. They should understand how to prepare for their chosen career and have an understanding of the value and function of work.

What has been done: Learning A Living 2000 was an intensive summer camp focused specifically on workforce preparedness for youth in Knox and Blount counties. Forty youth, whom who had never been involved in 4-H programs, were identified to participate in the experience.

4-H Directions: Career Exploration Conference, Preparing youth for the 21st Century Workplace was a conference conducted for the third time in 2000 for youth in West Tennessee. The event promoted career exploration through hands-on learning experiences as youth worked to build personal and interview skills and general workplace competencies.

Digging Up Dirt on Careers was designed as a new career awareness effort with sixth grade 4-H members and has been supplemented by resources for agents to use as they work with career education 4-H programs.

Impacts: Delegates were very positive about their experience at both conferences. Reflections indicated that they were gaining knowledge and skills as the event progressed. Of the forty participants in the Knox-Blount effort, thirty nine completed all parts of the program. Skills developed by participants included organization of information, career searching, money management, etiquette, interviewing, resume writing, business letter writing and conflict resolution. Knowledge was gained in appropriate dress, aspiration of career choices and personal responsibility needed to keep a job. Ninety-nine percent of the West Tennessee event participants agreed that they learned more about communication skills, managing time, identifying career interest, skills and attitudes needed in the workplace. Evaluations of the Digging Up Dirt on Careers curriculum materials have been very positive. Additional impact data will be available at the end of the 2000 school year.

Funding Sources: Extension

Contact: Martha Jo Tolley, Professor and Department Head, State 4-H Office, P.O. Box 1071, Knoxville, TN 37901-1071; Phone: 865-974-7434; Fax: 865-974-1628; Email: mtolley@utk.edu

2000 NARS Report
CSREES GOAL 5

TITLE: Tennessee 4-H Workforce Preparation – Achieving Goals and Communicating

ISSUE: According to data from the Business-Higher Education Forum and The Conference Board, Inc., employers are reporting young workers lack key skills and attributes necessary for success in today’s workplace. This research also indicates companies are asking for young adults who have applied skills in communication, leadership, teamwork and problem solving. Due to the changing nature of the 21st century workplace, Tennessee youth need the skills, experience and confidence necessary to meet its demands and thrive in a high-performance economy characterized by high-skill, high-wage employment.

WHAT HAS BEEN DONE: UT and TSU Extension made 323,292 direct educational contacts to help youth gain new knowledge, acquire new skills and change aspirations regarding workforce preparation. Curriculum was selected and programs implemented to help youth attain basic work skills and personal attributes in two areas, achieving goals and communicating. 4-H workforce preparation programs were delivered through 12,386 group meetings including organized clubs, camps, project groups and school enrichment by Extension 4-H agents and volunteers. Educational programs were reinforced by 273 exhibits, 407 news articles, 132 radio programs and 6 television programs.

IMPACT: 29,723 youth were involved in programs in which an outcome evaluation was conducted of their practices toward achieving goals. Intact groups of 4-H youth were randomly selected for post-test only questionnaires. The questionnaires were valid and reliable instruments from the Tennessee 4-H Life Skills Evaluation System, an online tool to measure and evaluate the outcomes of statewide 4-H youth development programs. The questionnaires used a five part scale (never, rarely, sometimes, often and always) to determine achieving goals behaviors at the beginning, intermediate and advanced levels after the program. A typical questionnaire item would be phrased “Because of my 4-H experiences, I work to achieve my goals.”

18,316 youth were involved in programs focused on beginning skills and aspirations as they relate to achieving goals. Completed questionnaires were obtained from 5,533 youth (30% of the total program participants). The following beginning outcome indicator data was obtained.

Because of their 4-H experiences,

- 69% report they now work to achieve their goals.
- 63% report they now know where they want to end up and plan how to get there.
- 53% report they now set high goals.
- 50% report they now break their goals down into steps so they can check their progress.
- 48% report they now look at the steps needed to achieve a goal before setting it.

9,446 youth were involved in programs focused on intermediate skills in achieving goals. Completed questionnaires were obtained from 3,240 youth (34% of the total program participants). The following intermediate outcome indicator data was obtained.

Because of their 4-H experiences,

- 52% report they have set a goal for their job or career.
- 47% report they now know where they want to end up and usually plan how to get there.
- 43% report they now achieve goals they set for themselves.

2009 Tennessee Workforce Preparation Impact statement
43% report they now set high goals so they have to work to achieve them.
27% report they now put their goals in writing.

1,961 youth were involved in programs focused on advanced skills in achieving goals. Completed questionnaires were obtained from 318 youth (16% of the total program participants). The following advanced outcome indicator data was obtained.

Because of their 4-H experiences,

- 60% report they now have a goal set for their job and career.
- 55% report if they don’t achieve their goals on the first try, they now keep trying.
- 51% report when others set goals for them, they now try to work out the details.
- 45% report they now set deadlines to help them achieve their goals.
- 41% report they now try to get as much assistance as they can when working toward their goal.
- 34% report they think how their goals affect those around them.

48,341 Tennessee youth were involved in programs in which an outcome evaluation was conducted of their knowledge, attitudes and skills in communicating. Intact groups of 4-H youth were randomly selected for post-test only questionnaires from the Tennessee 4-H Life Skills Evaluation System (described above). The questionnaires used a five-part scale (I can do it, I need a lot of help, don’t know, I need a little help and I can do it by myself) to obtain the following outcome indicator data at the beginning, intermediate and advanced levels. The following impacts represent “I need a little help” and “I can do it myself” answers.

29,417 youth were involved in programs focused on developing beginning skills and aspirations in communicating. Completed questionnaires were obtained from 8,359 youth (28% of the total program participants). The following beginning outcome indicator data was obtained.

Because of their 4-H experiences,

- 81% report they can now select a topic for a speech or presentation.
- 80% report they can now explain an idea to others.
- 79% report they can now speak loudly enough to be heard when giving a speech or talk.
- 75% report they can now deal with their nervousness when giving a speech or talk.
- 74% report they can now express ideas with a poster, exhibit or other display.
- 74% report they can now share their ideas through writing.
- 72% report they can now understand and follow directions.
- 71% report they can now name at least five jobs in which communication skills are important.
- 64% report they now feel comfortable sharing their thoughts and feelings in a speech or talk.
- 62% report they can now use technology to help them express ideas.

18,239 youth were involved in programs focused on developing intermediate skills in communicating. Completed questionnaires were obtained from 5,774 youth (32% of the total program participants). The following intermediate outcome indicator data was obtained.

Because of their 4-H experiences,

- 78% report they now know how to organize the parts of a speech or presentation.
- 77% report they are now able to give a 2-3 minute speech or presentation.

2009 Tennessee Workforce Preparation Impact statement
• 77% report they are now able to give an informative speech or presentation.
• 75% report they now have the confidence to speak in front of groups.
• 66% report they can now show enthusiasm when giving a speech or presentation.
• 59% report they are now a better listener.
• 43% report they are learning skills in visual communication.
• 40% report they have explored careers in communication.
• 37% report they can now keep records.
• 17% report they have now learned to use a camera better.

685 youth were involved in programs focused on developing advanced skills in communicating. Completed questionnaires were obtained from 554 youth (81% of the total program participants). The following advanced outcome indicator data was obtained.

Because of their 4-H experiences,
• 94% report they are now able to speak in front of a group.
• 94% report they are now able to express their opinions in speeches or presentations.
• 85% report they are now accomplished speakers.
• 76% report they can communicate through a website.
• 61% report they have knowledge about careers in communications.
• 61% report they can create an on-screen (multimedia) presentation.
• 59% report it is now easier to express their opinions to someone with a different view than their own.
• 45% report they can use parliamentary procedure to conduct a meeting.
• 29% report they are now able to challenge policies through petitions, presentations or other positive ways.
• 26% report they are now able to give an impromptu speech.

FUNDING: Smith-Lever Funds

CONTACT: Stephen R. Sutton, Interim Director, 4-H Youth Development, 2621 Morgan Circle, Room 205B, Knoxville, TN 37996-4510, phone: 865-974-2123, fax: 865-974-1628, email: ssutton2@tennessee.edu

2009 Tennessee Workforce Preparation Impact statement
Development Schedule

DISCOVER/DEFINE
- State Reporting System Committee studied 12 State Extension Reporting Systems for 10 months
- Defined flow charts for all modules; data flows
- RFP sent to 21 companies; 2 proposals received; successful proposal from Caadre5, LLC Knoxville

DESIGN/DEVELOP
- Extensive design requirements prepared for every module
- Data exchanges with IRIS and COEUS
- 15 modules developed over a two-year period
- Vita Builder deployed October, 2012

DEPLOY
- 54 Regional SUPER Retreats
- Videos, tip sheets and user guides (called “toolboxes”) posted to Online@UT
- Videos, tip sheets and user guides (called “toolboxes”) migrated to extOL
- SUPER Foundations
- 82 (and counting) Regional SUPER Update Newsletters

<table>
<thead>
<tr>
<th>Deployment</th>
<th>SUPER Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>February, 2006</td>
<td>SAA, IAP</td>
</tr>
<tr>
<td>March, 2006</td>
<td>Needs Assessment, Delivery, Profile, Grant Tracking</td>
</tr>
<tr>
<td>November, 2006</td>
<td>Unit Ops (Physical and Admin)</td>
</tr>
<tr>
<td>September, 2007</td>
<td>Enrollment, Training and Registration</td>
</tr>
<tr>
<td>December, 2007</td>
<td>PEN (Program Evaluation Network)</td>
</tr>
<tr>
<td>January, 2008</td>
<td>Unit Ops (Fiscal)</td>
</tr>
<tr>
<td>May, 2008</td>
<td>Civil Rights (Report)</td>
</tr>
</tbody>
</table>

Figure 4. SUPER Deployment
Accessing SUPER

SUPER & DATA EXCHANGE
Data from the University of Tennessee personnel and financial system (IRIS) populates SUPER on a routine basis. Personnel data is downloaded IRIS and updated in SUPER nightly. Corporate Function (base program) and HR training data are downloaded the first week of each month.

Grant and contract data will be downloaded from TERA/PAMS monthly.

In-service event data is uploaded from SUPER to IRIS at the beginning of each month.

Beginning in December 2012 data from SUPER will be downloaded to the Faculty Annual Reporting System.

OBTAINING A NETID
All SUPER users (UT, TSU and 100% County Paid) must have a record in IRIS in order to access the system. University employees will have their NetID generated automatically when their employment record is created in IRIS. Non-UT employees (TSU and 100% county paid) will be entered into IRIS as a Friend of UT. They will need to complete three forms to start the process of creating the Friend of UT record. The forms can be found at:
https://ag.tennessee.edu/eesd/Pages/FriendsofUT.aspx. These forms are keyed at the region office and sent through IRIS workflow. It may take 2 – 4 weeks to have the paper work flow through the university system before the NetID is created and access to SUPER is granted.

Non-UT employees should not request a NetID through OIT but need to fill out these forms to start the process through IRIS.

![Figure 5. Obtaining a NetID](image)

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**Figure 5. Obtaining a NetID**
SETTING UP NETID/PASSWORD
After receiving a NetID the password will have to be set up. To do this, go to the directory and click Password Management. Then click on the NetID/Tmail/Active Director Password link and then First Time Password Setup. During the password set up information such as NetID, University ID and Birthdate will be needed. The set up process is straight forward; simply follow the directions on screen.

As part of the process three questions will be presented. These are challenge questions that will need to be answered in cases where a password is forgotten. When setting these questions be sure to choose answers that are able to be remembered.

SET UP MAIL FORWARDING
Email is used for notifications in Annual Planning and Training/Registration In-service. To set up email forwarding, log into the account management Website using your NetID and password. https://ds.utk.edu/uact/login.asp Click on Change Mail Forwarding under Exchange Account Manager. On the Mail Forwarding page click Enable and then type in the email address you want your mail forwarded to. Leave the Retain copies of forwarded mail as No. Click apply.

LOGGING INTO SUPER
SUPER uses the University’s LDAP/Active Directory for user authentication. All users accessing SUPER (UT, TSU and 100% County Paid) need to have a NetID and password. SUPER does not display login error messages from LDAP so it may be difficult to pin point the reason for not being able to log in without attempting to log in to the LDAP. The directory is found at: http://directory.utk.edu. To login click the Login button in the upper left corner of the directory page.

The most common error is forgetting a password. If either the NetID or password were entered incorrectly then an Invalid Credentials message will appear.

Another problem is having a password expire. The university sends out notices to NetID users when the password is about to expire. If the password is not changed in time then the system will lock out the NetID and a password expired message will appear when trying to log in to the LDAP.
If incorrect NetIDs and passwords are entered too many times the LDAP will lock and a timer set for when another attempt can be made to login. A Too many attempts, message received will appear when the number of incorrect NetIDs/passwords are entered.

Once the error message is received, i.e., password expired, too many attempts, etc., the correct action can be taken on the Password Management web site: [https://ds.utk.edu/passwords/](https://ds.utk.edu/passwords/) On the main page click the NetID/Tmail/Active Director Password link.

Depending on the error message received either the Change Password or the Forgot Your Password links will be the most useful. The region IT staff and the help desk are other resources.

**TRUSTED SITES**

If the screen flashes quickly and returns to the login screen after an attempt to login, SUPER will need to be added the trusted sites of Internet Explorer.

To add SUPER to the Trusted Sites: click on Tools > Internet Options. On Internet Options click on the Security tab and then click on Trusted Sites. On Trusted Sites click the Sites button. The SUPER web site, [https://super.tennessee.edu](https://super.tennessee.edu) should be in the box. Click Add to add it to the main list and then, Done to close that window. You should be back to the Trusted Sites page. Click the box that says Enable Protected Mode and then the Close button. Close and reopen Internet Explorer and try logging in again.

**POP UP BLOCKERS & TOOLBARS**

Several of the pages in SUPER (Enrollment, Training/Registration, etc.) have pop ups where information is entered and saved in the pop up. All pop up blockers must either be set to off or set to allow pop ups for SUPER.

To add SUPER to Internet Explorer pop ups, open super in the browser. Click on the Tools icon. In the pop up window click Privacy. In the Pop-up Blocker section, click the Settings button. The web site address for SUPER should appear in the box: Address of website to allow. Click the Add button to add it to the Allowed sites. Click Close.
BROWSER COMPATIBILITY
SUPER has been tested on a PC with Internet Explorer, Firefox, Safari and Google Chrome. It has also been tested with Safari on the iPad and with an Android smart phone. Currently all the functionality of the system works with each of the browsers. When using the iPad or Android be sure to set it to allow pop ups.
Copy/Paste from MS Word

The text on the screen is displayed using HTML. The HTML requires certain tags to make sure the screen is displayed properly to the person viewing it. MS Word (and other word processing programs) uses similar tags to format the text on the page. These tags are not visible and work behind the scenes to format the text. When a page in MS Word is copy/pasted into a rich text box in SUPER all of the formatting tags are taken along with the plain text that is desired and pasted into the rich text box. Often all of the tags and text combined is too large for the box and therefore cuts off the text. This can cause the screen to display improperly by having part of the screen disappear.

Figure 6. Paste from Word in SUPER Text Editor

To be safe, the Paste from Word function in the text editor can be used to remove all the formatting tags. First copy the text you wish to use from Word and then click the clipboard button with the “W” on it. The Paste from Word box will appear. Use Ctrl+V to paste the text in the box and then click the Insert button.

Figure 7. Paste from Word Box
Criteria for Reporting Systems

DATA ENTRY
- Easy, quick to input data
- Easy, quick to input contact data
- Clarity/ends confusion over contact entry
- Ability to report by delivery method
- Differentiates between one-time contacts and multi-session contacts

EVALUATION
- Includes indicators for our state/regional priorities
- Shows what impacts were achieved

AGGREGATION OF DATA & REPORT PRODUCTION
- Easy, quick to aggregate data/produce multiple reports for multiple stakeholders
- Easy, quick to learn with little help/support needed
- Will provide for accurate reporting

CIVIL RIGHTS/OTHER LEGISLATION
- Includes Civil Rights reporting/answers parity questions
- Speeds Civil Rights reporting
- Captures time spent on multi-state Extension projects
- Captures time spent on integrated research and Extension projects
PERFORMANCE APPRAISAL

- Allows for smooth comparison of annual plan and performance appraisal
- Easy to see connection between MIS and performance appraisal
- Captures contact data for performance appraisal

OTHER FEATURES

- Includes personnel profile
- Easy to tie 4-H LSES results into contact data
- Eliminates duplicate reporting with ES-237/Supports or helps to complete ES-237
- Robust enough to limit the support/help needed to understand and use it
- Ability to modify to fit the criteria discussed here

A = Well Above Average = Meets 90 to 100% of our criteria = 20 to 22 boxes checked above
B = Above Average = Meets 51 to 89% of our criteria = 13 to 19 boxes checked above
C = Average = Meets 50% of our criteria = 11 boxes checked above
D = Below Average = Meets 11 to 49% of our criteria = 3 to 10 boxes checked above
F = Well Below Average = Meets 0 to 10% of our criteria = 0 to 2 boxes checked above

compiled from Tennessee Extension Reporting System Committee’s list of reporting needs
Joseph L. Donaldson/April 30, 2004
Administrative/Human Resources

FRIEND OF UT

All Extension personnel who are not on the direct UT payroll need to be set up as a Friend of UT. This will create a record in IRIS and generate a NetID for email and access to SUPER. Their record will be imported into SUPER a few days later. In order to set a new employee up as a Friend of UT you will have to complete the three forms below. Once completed these forms need to be faxed to your region office. The region office will then set up the appropriate IRIS transactions and notify Deb Welch and John Toman, via email, of the person’s name and institution (TSU or county paid). Tennessee State University, state level personnel can fax their forms directly to the EESD office at (865)974-0882.

Keep in mind that it can take up to 30 days to add someone to IRIS and it is dependent on the workload of the data entry people working in UT Human Resources.

The Personal Data Form and Corporate Function Add/Change forms can be found on the UT Human Resources Forms page.

http://iris.tennessee.edu/HR%20Misc/Forms/default.htm

CORPORATE FUNCTION

Corporate function refers to an Extension employee’s assignment(s):

- 4-H youth development
- Agriculture and Natural Resources
- Family and Consumer Sciences
- Executive/Administrative
- Organizational Support
- Resource Development

All UT Extension, TSU Extension and 100% county-funded employees have a corporate function assignment(s). Corporate functions for all employees are displayed in SUPER and IRIS. If your corporate function(s) needs to be updated, please note the Corporate
Function Add/Change forms are found on the UT Human Resources Forms page:
http://iris.tennessee.edu/HR%20Misc/Forms/default.htm

Completed forms and questions should be directed to:

- County Personnel – contact your regional office.
- Departmental Personnel – contact your departmental business manager.
  (Personnel in the 4-H Youth Development Department, please contact Deb Welch.)
SUPER Instruction

SUPER INSTRUCTION 24/7
SUPER instruction is available via Extension Online Learning (http://extol.tennessee.edu), also called extOL. This instruction is as close as your keyboard! Visit to see videos, fact sheets and user guides for each SUPER Module. New Extension employees should complete these two extOL courses within their first six months on the job: SUPER Overview and Inside SUPER: A Comprehensive Inservice for Extension Professionals

SUPER FOUNDATIONS
SUPER Foundations is a series of hands-on courses provided annually to all Extension employees. SUPER Foundations are designed to acquaint new Extension employees with SUPER, and provide a great refresher for experienced SUPER users. Departmental personnel should call Extension Evaluation and Staff Development at 865-974-7245 to learn about the next scheduled course. All other personnel should contact their Regional IT Specialist or Regional Director.

SUPER FOUNDATIONS I
- Enrollment
- Training/Registration
- Profile (My Profile, Appraisal, Vita Builder)

SUPER FOUNDATIONS II
- Delivery (Activity, PEN)

SUPER FOUNDATIONS III
- Reports
- Plans (SAA, IAP, Needs Assessment)

SUPER FOUNDATIONS IV (COUNTY DIRECTOR)
- Profile (Appraisal)
- Unit Operations (Fiscal, Administrative and Physical)
- Plans (Civil Rights Plan) and Reports (Civil Rights Reports)
SUPER Development Process Overview

1. Requirements are written using the Extension Reporting System proposal and RFP (both of these documents reflect the Discover/Define Report of the State Extension Reporting System Committee). The requirements are examined by Extension Administration and/or their designees.

2. Wireframes are prepared by Cadre 5 (C5). These wireframes are simply graphical representations of the module. These wireframes are typically prepared using Microsoft Visio. Extension Administration reads the requirements and compares to the wireframes. Typically multiple meetings of the Extension Administration are held to finalize the requirements and wireframes. Also, one or more meetings with C5 are used to finalize these.

3. C5 instructs their development team and development starts on SUPERNA.

4. C5 starts an internal review process. They check the development work on SUPERNA against the requirements. When C5 feels that requirements are met, the product is pushed to SUPER sdw, and “delivered” to UT. UT sends requirements to regional staff to acquaint them with the module for upcoming testing.

5. Delivery involves a product demonstration. Frequently initial issues are written during the demonstration. Initial testing is completed and issues submitted to “clean-up” the module for the regional testers so that a more robust test can take place. A deadline is negotiated for UT acceptance testing.

6. Testing is conducted. Issues are written in SharePoint and assigned to Joseph Donaldson who then assigns to appropriate party, version, etc.

7. Issues could take days or weeks to address. Statuses such as “Ready for Staging” and “Deployed to Staging” are used to show where the issue is in development. UT re-tests issues deployed to staging.
8. After issues are closed or deferred, and the module is functional, UT schedules a push to production.

9. Updates occur on Tuesday mornings, beginning at 6 am. A notice is sent statewide that the module is ready. A follow-up message may be sent regarding online instruction.

10. In the case of error messages or potential errors, the Regional IT staff create an issue in SharePoint.
Race and Ethnicity Definitions
ES-237 2006

4-H Youth Participants: Any youth taking part in programs provided as a result of action by extension personnel (professional, paraprofessional, and volunteer). This includes youth participating in programs conducted through 1862, 1890, and 1994 land-grant universities, EFNEP, urban gardening, and other programs that may not actually use the 4-H name and emblem with participants.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African-American—A person having origins in any of the black racial groups of Africa.

American Indian or Alaska Native—a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Youth Indicating More than One Race: A person who has selected more than one racial designation.
<table>
<thead>
<tr>
<th>Category</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Participation</td>
<td>4-H Youth Participant</td>
<td>Any youth taking part in programs provided as a result of action by extension personnel (professional, para-professional, and volunteer). This includes youth participating in programs conducted through 1892, 1890, and 1894 land-grant universities, EFNEP, urban gardening, and other programs that may not actually use the 4-H name and emblem with participants.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>4-H Club</td>
<td>A 4-H Club is an organized group of youth, led by an adult, with a planned program that is carried out throughout all or most of the year. 4-H clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club, or for very young groups, other developmentally appropriate structures and operating processes.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Members of Organized 4-H Community Clubs</td>
<td>Community clubs typically meet in the evenings or on weekends and offer self-chosen multiple learning experiences and activities.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Members of Organized 4-H In-School Clubs</td>
<td>In-school clubs meet during school hours, but have officers and planned activities beyond school enrichment.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Members of Organized 4-H After-School Clubs</td>
<td>4-H after-school clubs are organized within after-school programs administered by Cooperative Extension staff or other organizations (i.e. other youth development agencies, housing authorities, faith-based groups). They meet the above definition of a 4-H Club and the youth people and adult staff identify themselves as 4-H members and volunteers. They may have officers and elements of a club structure.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Members of Military 4-H Clubs</td>
<td>Military 4-H clubs are organized by the Armed Forces, often in military installations, and primarily for military dependents.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in 4-H Special Interest/Short-Term Programs</td>
<td>Groups of youth meeting for a specific learning experience that involves direct teaching by extension staff or trained volunteers, including teachers. Program is not part of school curriculum and not restricted to members of 4-H clubs. Multiple-day meetings, for example on college campuses, should be reported as short-term programs. The direct audience contact hours should be at least six for enrollment to be reported.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in 4-H Overnight Camping Programs</td>
<td>Youth taking part in an Extension-planned educational experience of group living in the out-of-doors. Overnight camping includes being away from home at least one night (resident, primitive, or travel camping) and is not restricted to members of organized 4-H clubs.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in 4-H Day Camping Programs</td>
<td>Youth taking part in an Extension-planned educational experience of group living in the out-of-doors. Day camping consists of multiple-day programs with youth returning home each evening.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in School Enrichment Programs</td>
<td>Youth participating in a sequence of learning experiences in cooperation with school officials during school hours to support the school curriculum. Involves direct teaching by extension staff or trained volunteers, including teachers.</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in Individual Study/Mentoring/Family Learning Programs</td>
<td>Planned learning that occurs independently of a formal group setting, such as a club, as an individual, paired, or family learning effort. Self-directed, usually with limited adult involvement except for parents (or mentor). Examples include self-study, home study courses, private placement courses, mentoring or shadowing with an &quot;expert,&quot; and similar learning together.</td>
</tr>
<tr>
<td>Category</td>
<td>Term</td>
<td>Definition</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in After-School Programs Using 4-H Curricula/Staff Training</td>
<td>After-School educational programs offered to youth outside of school hours, usually in a school or other community center. The after-school program must be supported by Extension by training the after-school staff, infusing 4-H curricula into the program, and/or offering significant support such as conducting needs assessments, evaluations, and/or resource development. The primary purpose of the program is to provide care, developmental and educational experiences for children and youth while parents are working or unavailable. As general guidance, facilities or settings should operate approximately 3 days per week and two hours per day (e.g., six hours per week) for about five months of the academic year or three days per week for six hours per day (e.g., 18 hours per week) and/or for at least eight weeks in the summer. The children and youth in these programs should be enrolled as 4-H members in the county program, have the benefits of all 4-H programs and activities, and identify themselves as 4-H members. (4-H clubs in after-school settings should be reported under Organized 4-H After School Clubs.)</td>
</tr>
<tr>
<td>4-H Participation</td>
<td>Youth Participating in Instructional TV/Video/Web Programs</td>
<td>Youth offered learning experiences through Extension via broadcast or closed circuit television, including satellite transmission, or videotape replays of such series. May also include instruction delivered by internet.</td>
</tr>
</tbody>
</table>
Time-line and Data Management (Updated November 2012)
Developed by Carmen C. Burgess and Joseph Donaldson

You can do the following at Any Time.*
- enroll youth and volunteers
- add clubs or change club name
- update enrollee's data
- update potential club demographics data
- change enrollee's status
- assign activities (county, regional, state)
- create list
- manage interest, activity and awards

August 15: SUPER
Enrollment Data Rollover - a new 4-H year starts!

After August 15:
- All enrollment entries become inactive.
- Prepare for the new 4-H year: Update club list for new year (Manage clubs/groups feature)
  - Re-name clubs or add new clubs, as needed. (See page 2-6, Enrollment Tool Box.) You can only delete a club if 0 enrollees are assigned to the club. To delete a club you may need to wait until all enrollees have been re-assigned to the appropriate clubs for the new year.
  - Make copies of current year blank enrollment forms (F 860 and F 861) for each school.
- When enrolling, first search and check if enrollee is in the system
  - If they are in the system:
    - change status to Active
    - verify and update: address, gender, age group
    - change grade
    - re-assign to club
    - enter and/or change project (ie select projects enrollee has not selected for the current year)
  - If they are not in the system: proceed to complete enrollment for youth
- Pull up volunteer leader list and change status to active
- Once you have activated/enrolled a number of youth in clubs - check data by creating list. (See page 13, Enrollment Tool Box)
  - list 4-H members in a specific club (see page 13, Enrollment Tool Box)
  - list 4-H members interest in a specific project (see page 17, Enrollment Tool Box)
- You can create a list of members for each club and take it with you to club meeting to record youth participation in demonstrations, public speaking, contest, etc.

September:
- When entering activities/event participation:
  - Use reporting year date so data will appear in current annual report
    - Ex. Activities that take place during September, October, November and December 2012; when reporting in SUPER report using the year 2013 instead of 2012.
  - Use assign feature. Assign participation frequently and consistently throughout the year.(See Using the Assign Feature tip sheet)
October:
- Enter/Update potential club demographics. (See Page 6, Enrollment Tool Box also read instructions within Manage tab for Club/Group. School data can be updated every year. Community club data, once entered, may not be available until a community census is updated and published.)

Create reporting year Annual 4 H Enrollment Report
- This allows you to look at the data and see if club and enrollment data is accurate.
- Check activities data for accuracy. Are all activity data entered so far correct?
- As activities are assigned to members, check report at least once a month or every two months for accuracy (random sampling check). This allows time to correct data as it increases.
- Check volunteer enrollment.
- Check to make sure new clubs appear in Civil Rights compliance report (Question 10.11)
- After new data has been entered in the enrollment module, click “Update” when viewing the annual 4-H enrollment report.

January:
- (first report check point)
- Enrollment entries completed (at least the majority should be entered by the end of January).
- Continue entering activity/event participation (county, regional, state)

March:
- Check report for accuracy. Click “update” when viewing report so new data entered shows.
- Does this data reflect a clear picture of the county 4-H program and youth participation?
- Congress delegates/competitors: create Excel file from registration module, verify grade, gender and address. Record competition outcome. Print and file for awards program.
- Create Excel file for any activity/event in Training/Registration module of county participants and use to keep track of participation and outcome (awards, placing, etc.), create certificates and name tags if needed.
- Continue entering activity/event participation (county, regional, state).

End of May: (or approximately two weeks after completed in school club meetings)
- All events/activities implemented or attended “up-to-date” entered.
- Look at clubs listed but you did not meet and delete. Check report for accuracy. Click “update” when viewing report so new data entered shows.

Camp: overnight camp (Jr. And Jr. High camp) and day camps.
- Create Excel file from registration module. Use for labels and camp roster for camp manager. When returning from camp, update roster, print and file for Civil Rights compliance (Question 10.16)

End of June:
- Continue entering events/activities data for the month of June.
- Check report for accuracy and click “update” when viewing report so new data entered shows.

End of July:
- Continue entering events/activities data for the month of July.
- Roundup delegates/competitors: create Excel file from registration module, verify grade, gender and address. Record competition outcome. Print and file for awards program.
- Review final report. Click “update” when viewing report so new data entered shows.
- Submit on or before August 1st.
Looking Ahead

QUESTIONS FOR PLANNING

1. The best SUPER feature we are not presently using in our own office is...

2. The best SUPER feature we are not presently using in our ________ offices is...

3. The next time we meet with ________, the SUPER feature we plan to discuss is...

4. We have made a commitment to focus on more of what we want. What do we want?

5. Our schedule for 2013 SUPER Foundations training will be...

6. The SUPER instructional resource we plan to highlight with personnel is...

7. Our priorities for new or updated SUPER features are...
8. One important thing we learned about SUPER in this workshop was...

9. SUPER makes a positive difference because...
SUPER and Reporting

STATE OF TENNESSEE BUDGET, FY 2012 - 2013

332.26 UT Agricultural Extension Service
The UT Agricultural Extension Service is an off-campus unit of the UT Institute of Agriculture. The unit offers educational programs and research-based information about agriculture, community resource development, nutrition, health, lawn and garden, and youth development to local governments and the general public. The extension service operates an office in every county.

<table>
<thead>
<tr>
<th></th>
<th>Actual 2010-2011</th>
<th>Estimated 2011-2012</th>
<th>Base 2012-2013</th>
<th>Cost Increase 2012-2013</th>
<th>Recommended 2012-2013</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Professional</td>
<td>270</td>
<td>201</td>
<td>201</td>
<td>0</td>
<td>291</td>
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<tr>
<td>Faculty</td>
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<td>56</td>
<td>56</td>
<td>0</td>
<td>56</td>
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<tr>
<td>Clerical/Support</td>
<td>149</td>
<td>145</td>
<td>145</td>
<td>0</td>
<td>145</td>
</tr>
<tr>
<td>Total</td>
<td>407</td>
<td>502</td>
<td>502</td>
<td>0</td>
<td>502</td>
</tr>
<tr>
<td>FTE Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>State</td>
<td>30,405,600</td>
<td>27,086,800</td>
<td>27,735,000</td>
<td>1,737,500</td>
<td>29,472,500</td>
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<tr>
<td>Federal</td>
<td>9,634,700</td>
<td>9,190,100</td>
<td>3,122,600</td>
<td>0</td>
<td>9,122,600</td>
</tr>
<tr>
<td>Other</td>
<td>4,745,100</td>
<td>4,718,400</td>
<td>4,718,400</td>
<td>0</td>
<td>4,718,400</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>$45,785,400</td>
<td>$41,994,300</td>
<td>$41,576,800</td>
<td>$1,737,500</td>
<td>$43,313,500</td>
</tr>
</tbody>
</table>

Standard: UT Extension will increase the economic value of its programs annually.
Measure: Economic value of program delivery.

UT SYSTEM STRATEGIC PLAN, PRELIMINARY EXTENSION MEASURES
Productivity Measures

Extension agents, program assistants, and specialists report:

OUT PUTS

• Activity
  o Hours
  o Base Program/Knowledge Area/Topic
  o Funding
  o Scope/Location of Benefit (including State-Specific; Integrated Research and Extension; Multistate Extension; National; International)

• Direct Methods
  o Client Visits to Extension Office
  o Direct Mail/Telephone Calls (includes electronic mail)
  o Group Meetings/Demonstrations
  o On-Site Visits (Farm, Home and Workplace)

• Indirect Methods
  o Exhibits
  o Newspaper Articles
  o Other
  o Publications
  o Radio Programs
  o TV Programs

• Contacts for all Direct Methods
  o Audience Description/Adult/Youth
  o Gender
  o Race/Ethnicity
  o Audience Description

• Volunteers’ Hours

• Volunteers’ Contacts for all Direct Methods
  o Audience Description/Adult/Youth
  o Gender
  o Race/Ethnicity

• Volunteers’ Indirect Methods
  o Exhibits
  o Newspaper Articles
  o Other
  o Publications
  o Radio Programs
OUTCOMES
Extension agents collect outcomes for 125 statewide programs annually. These outcomes may be short-term, intermediate, or long-term. Examples include:

- Beef – Number of calves sold according to Beef Quality Assurance guidelines
- Tennessee Saves – Number of participants who began or increased savings and monthly amount saved
- 4-H Achieving Goals – Number of youth who have set a goal for a job or career
- Consumer Horticulture – Number of consumers who used their soil test results to properly amend soil.
- Community Leadership – The economic impact of Extension leadership programs in increased revenue, one-time capital purchases, and secured resources.

IMPACT STATEMENTS
Extension agents and specialists prepare annual impact statements for major program efforts. These narrative reports include a summary of output data. All impact statements include:

- Issue (Relevance)
- What Has Been Done (Response)
- Impact (Results)

ENROLLMENT AND TRAINING/REGISTRATION
UT Extension’s System for University Planning, Evaluation, and Reporting (SUPER) integrates reporting with client enrollment and registration:

- Client Enrollment
  - Contact Information (Name, Address, Gender, Race/Ethnicity, etc.)
  - Clubs/Groups
  - Interests/Mailing Lists
  - Committees
  - Volunteerism
- Registration for Courses/Events
  - County
  - Multi-county
  - Regional
ANALYSIS/REPORTS
Output and outcome measures are used for various reports to Federal, state and local stakeholders. Examples of annual reports include: Cost-Benefit Analysis for Every County (automatic in SUPER); Statewide Economic Development Report; Statewide Outreach Report; County Civil Rights Compliance Report; County 4-H Youth Enrollment Report; and Quarterly Reports for Various Grants.
Definitions

SOFTWARE DEVELOPMENT

- Production – (https://super.tennessee.edu) The server that houses the active and working software
- Staging – The server that is used for testing of the SUPER software
- Hot Fix – Usually used to address a single problem in the software that is limited in scope. Hot fixes are implemented directly on the production server and will usually involve little interruption in the use of the software.
- Production Update – Addresses several issues or introduces new features to the software. These are usually done two to three times a year on a scheduled basis. All issues or new features are tested on Staging before being implemented on Production. Before the production update, personnel will be notified in advance that the SUPER will be unavailable. During this period, the software will be tested on Production prior to release.
- Maintenance – Term used to designate a period of time when the server will be unavailable for use for a hot fix or production update.

PROGRAM PLANNING AND EVALUATION

- Program – A planned educational response to an identified need. Set of educational strategies to address one or more identified needs. Planned series of inter-related strategies designed to help people make social, civic, economic or environmental improvements.
- Evaluation – “Evaluation is the systematic investigation of the merit, worth, or significance of any object” (Scriven)
- Needs Assessment – A process to identify what people need where they live, work or play. The purpose is to use the information gained to make plans to meet those needs.
- Logic Model – Diagram of a program that shows logical relationships between program elements and expected results.
Recommended Resources


### Appendix A: Implementation Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Units Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1, 2012</td>
<td>2013 Individual Annual Plans (IAPs) submitted to Regional Program Leader. (County Extension Directors will have reviewed and submitted IAPs from their unit on or before November 1, 2012).</td>
<td>Counties 4-H Centers Regions Departments</td>
</tr>
<tr>
<td>December 3, 2012</td>
<td>2012 Impact Statements completed.</td>
<td>•</td>
</tr>
<tr>
<td>December 3, 2012</td>
<td>County agent performance appraisal due to County Extension Director. Area agent/specialist performance appraisal due to Regional Director.</td>
<td>•</td>
</tr>
<tr>
<td>December 17, 2012</td>
<td>Regional Program Leaders will review, rate and make comments or suggestions for improvement of the IAP as appropriate no later than December 17, 2012.</td>
<td>•</td>
</tr>
<tr>
<td>December 2012</td>
<td>County Extension Director conducts formal performance appraisal with county Extension staff and verifies approval process for annual plans.</td>
<td>•</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 7, 2013</td>
<td>County and area performance appraisals submitted to Regional Director.</td>
<td>•</td>
</tr>
<tr>
<td>January 7, 2013</td>
<td>All activity reports for January 1, 2012 - December 31, 2012 entered in SUPER Delivery module.</td>
<td>• • • •</td>
</tr>
<tr>
<td>January 25, 2013</td>
<td>Statewide Lock Date for IAP. Specialties view IAPs in applicable knowledge areas to assess statewide programs planned.</td>
<td>• • • •</td>
</tr>
<tr>
<td>February 1, 2013</td>
<td>Statewide Impact Statements for 2012 due from State Specialists.</td>
<td>•</td>
</tr>
<tr>
<td>February 25, 2013</td>
<td>All county and area performance appraisal documents completed by Regional Directors and submitted to the Extension Dean.</td>
<td>•</td>
</tr>
<tr>
<td>March 2013</td>
<td>County Civil Rights Compliance Report due to Regional Office.</td>
<td>•</td>
</tr>
<tr>
<td>March 2013</td>
<td>Regional Directors finalize performance ratings of county, area and regional staff with Extension Dean.</td>
<td>•</td>
</tr>
<tr>
<td>May 15, 2013</td>
<td>Deadline for submitting new and revised State Action Agendas (SAA), topics and outcomes indicators for 2014. Reviews completed on or before August 1, 2013.</td>
<td>•</td>
</tr>
<tr>
<td>August 1, 2013</td>
<td>Annual 4-H Youth Enrollment Report due.</td>
<td>• • • •</td>
</tr>
<tr>
<td>August 15, 2013</td>
<td>Annual Enrollment Rollover.</td>
<td>• • • •</td>
</tr>
<tr>
<td>October 1, 2013</td>
<td>2014 Inservice Courses/Events available for registration.</td>
<td>•</td>
</tr>
</tbody>
</table>
## Appendix B: Stakeholders and Information

### Stakeholders and the Information They Desire

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Stakeholder Desires Program Info</th>
<th>Stakeholder Description</th>
<th>What Do They Want to Know About Your Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Appendix C: Activity Report by Unit

**ACTIVITY REPORT FOR CENTER FOR PROFITABLE AGRICULTURE**

01/01/2011 TO 12/31/2011

## Extension Personnel

<table>
<thead>
<tr>
<th>Extension Personnel Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All: 3095.5</td>
<td></td>
</tr>
<tr>
<td>Total: 3095.5</td>
<td></td>
</tr>
</tbody>
</table>

## Direct Methods for Extension Personnel

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of Methods</th>
<th>Contacts Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Visits to Extension Office:</td>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>Direct Mail / Telephone Calls (this will include electronic mail):</td>
<td>941</td>
<td>1405</td>
</tr>
<tr>
<td>Group Meetings / Demonstrations:</td>
<td>136</td>
<td>4077</td>
</tr>
<tr>
<td>On-Site Visits (Farm, Home, and Workplace):</td>
<td>98</td>
<td>239</td>
</tr>
<tr>
<td>Total:</td>
<td>1195</td>
<td>5784</td>
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</tbody>
</table>

## Indirect Methods for Extension Personnel

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of Methods</th>
<th>Contacts Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit(s):</td>
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<td>2450</td>
</tr>
<tr>
<td>Newspaper Article(s):</td>
<td>5</td>
<td>20700</td>
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</table>
### Contacts by Extension Personnel

<table>
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### Volunteers

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### Contacts by Volunteers

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Appendix D: Activity Report by Funding

ACTIVITY REPORT FOR TNCEP

01/01/2012 TO 03/31/2012

University of Tennessee, County Paid
Funding Source: TNCEP

Extension Personnel

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### Indirect Methods for Extension Personnel

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### Contacts by Extension Personnel

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## Contacts by Volunteers

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## Units Reporting Program Activity

Anderson County  
Benton County  
Bledsoe County  
Blount County  
Bradley County  
Campbell County  
Cannon County  
Carter County  
Cheatham County  
Chester County  
Claiborne County  
Coffee County  
Decatur County  
DeKalb County  
Dyer County  
Eastern Region  
Family and Consumer Sciences
Fayette County
Fentress County
Franklin County
Giles County
Grainger County
Hamblen County
Hamilton County
Hancock County
Hawkins County
Haywood County
Henderson County
Henry County
Hickman County
Houston County
Humphreys County
Jefferson County
Johnson County
Knox County
Lawrence County
Lewis County
Marshall County
Maury County
McMinn County
McNairy County
Monroe County
Morgan County
Obion County
Polk County
Roane County
Robertson County
Scott County
Sequatchie County
Shelby County
Sullivan County
Unicoi County
Van Buren County
Warren County
Washington County
Weakley County
Wilson County
Appendix E: Activity Report by Topic

ACTIVITY REPORT FOR SCIENCE, ENGINEERING AND TECHNOLOGY

01/01/2012 TO 03/31/2012

University of Tennessee, Tennessee State University and County Paid

Extension Personnel

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<thead>
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Indirect Methods for Extension Personnel

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## Volunteers

### Volunteer Hours

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### Indirect Methods by Volunteers

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## Contacts by Volunteers

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## Units Reporting Program Activity

- 4-H Youth Development
- Biosystem Engineering and Soil Science
- Blount County
- Campbell County
- Cannon County
- Carroll County
- Carter County
- Claiborne County
- Coffee County
- Crockett County
- Davidson County
- Decatur County
- Fayette County
- Giles County
- Hamblen County
- Hamilton County
- Hancock County
- Hardeman County
- Hawkins County
- Haywood County
- Henderson County
- Houston County
- Jackson County
- Knox County
- Marion County
- Maury County
- McMinn County
- Montgomery County
Moore County
Polk County
Putnam County
Rhea County
Rutherford County
Sequatchie County
Stewart County
Sullivan County
Sumner County
Tipton County
Trousdale County
Unicoi County
Van Buren County
Wayne County
Weakley County
White County

Outcomes (entire year)
1390 youth can analyze the results of a scientific investigation.
1503 youth can ask a question that can be answered by collecting data.
718 youth can communicate a scientific procedure to others.
738 youth can create a display to communicate scientific data and observations.
1463 youth can design a scientific procedure to answer a question.
1518 youth can record data accurately.
648 youth can use data to create a graph for presentation to others.
640 youth can use models to explain scientific results.
626 youth can use science terms to share scientific results.
1402 youth can use specific scientific knowledge to form a question.
665 youth can use the results of their investigation to answer the question they had asked.

Units Reporting Program Outcomes (entire year)
Clay County
Crockett County
Giles County
Hamilton County
Houston County
Loudon County
Maury County
Polk County
Putnam County
Rutherford County
Sullivan County
Unicoi County
Washington County
Wayne County
# Appendix F: Extension Volunteer Risk Management Report

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Appendix G: Enrollment Report by Unit and Year

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## Appendix H: Training by Unit and Year

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