Extension Program Planning, Evaluation & Accountability

Joseph L. Donaldson, Ph.D.
Assistant Professor

Department of Extension Evaluation and
Staff Development
2621 Morgan Circle
212-D Morgan Hall
Knoxville, TN 37996-4525

865.974.7245
jldonaldson@tennessee.edu
http://eesd.tennessee.edu

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1.0 Extension Program Planning and Evaluation Model

1.1 Introduction

The purpose of the Tennessee Extension Program Planning & Evaluation Model is to provide a straightforward, yet comprehensive, approach to program planning and evaluation that fits the program complexity and organizational structures of Extension in Tennessee. The Logic Model (Taylor-Powell, 2002), the Targeting Outcomes of Program (TOP) Model (Bennett & Rockwell, 1995; Wholey, Hatry & Newcomer, 2004), the Cornell Cooperative Extension Program Development Model (Duttweiler, 2001) and the Extension Education Learning System (Richardson, 1994) all propose a coordinated process for planning, conducting and evaluating Extension programs. These models have contributed to a four-step model for Extension work in Tennessee.

The model’s four dimensions are: issue, plan, deliver and evaluate. Each dimension is defined by a set of action steps. This paper expands on those action steps and presents only the research and practices most applicable to planning a quality Extension program.

1.2 Identify Issues

Assess Needs

What are the needs of people you serve? To answer this question, first and foremost, listen to people. Observe the needs in their lives. Examine census data. Examine other data sources such as the local newspaper or data provided by the Chamber of Commerce. This process is known as needs assessment.

Issues are often obvious. Three home fires in one month in one neighborhood will get everyone’s attention. This provides a teachable moment for fire prevention and home safety programs. Taking advantage of such teachable moments speeds adoption of recommended safety and fire prevention practices.

Likewise, issues are just as likely to be hidden from the casual observer. The personal bankruptcy rate, for example, is one problem that people may not be willing to discuss. Affected individuals just don’t stand up and say “I have a problem managing my money and I need help.”

Following is a partial list of data indicators available on the World Wide Web that could help identify certain needs in your community:

United States Census Bureau
http://www.census.gov/

Annie E. Casey Foundation Kids Count Data Online
http://www.aecf.org/
Listen to Advisory Group

One of the most effective ways to assess needs and plan programs to meet those needs is to work with an advisory group (Univ. of Wisconsin Extension, 2003; Barnett, Johnson & Verma, 1999). Advisory groups must be representative of the geographic, political, racial, ethnic and socio-economic diversities of your county or area served. The importance of involving non-traditional or under-served clientele cannot be underestimated. People will share their needs and goals if we will ask. Also, advisory groups usually have representation from community coalitions, government agencies, schools and other important local institutions.

Extension agents form advisory groups so that people are involved in shaping programs to address the greatest needs in their community. Engage the advisory committee in planning programs. Probe to discover more of their insights into the community, its people and their problems. Research-based information on advisory groups is sparse (Barnett, Johnson & Verma, 1999), yet staff experiences for building and maintaining advisory groups have been published. The most effective and active advisory groups have these characteristics:

1. members who were first invited to serve either face-to-face or on the telephone and then sent a letter to remind them of the first meeting.
2. member rotation to ensure new ideas and not wear out the members.
3. members who feel free to discuss their community.
4. members who feel their input is taken seriously.
5. members who are informed about program accomplishments (Univ. of Wisconsin, 2003).

Techniques for engaging an advisory group include nominal group technique and Delphi study. Examples are available in the Journal of Extension (http://www.joe.org), by searching for keyword, i.e., “nominal group technique”. Don’t hesitate to share data that you’ve collected with the advisory group. However, be careful not to let your data sharing take prominence away from listening to what’s on their mind.

The County Agricultural Committee is one advisory group. The roles of the County Agricultural Committee, such as securing county funds for Extension work, are consistent with the advisory functions identified in a New Hampshire study of local advisory group members (Black, Howe, Howell & Bedker, 1992). The degree to which the County Agricultural Committee can identify needs and
suggest program implementation depends on their expertise and the county situation. Before deciding to use the Agricultural Committee as your sole advisory group, determine if the committee is representative of the county’s population. Another appropriate strategy is the inclusion of at least one Agricultural Committee member on every program advisory committee.

*Identify Issues/Set Priorities*

Most likely every need identified will not be addressed by Extension. Work with your advisory group to separate needs from wants and to prioritize the needs of greatest concern. Help your group to distinguish between cause and effect. What are the problems, the real issues? After an advisory group has listed the greatest needs, ask the group which needs are most likely to be reduced with education, as education is the service provided by Extension. What about the needs that cannot be addressed through education? Other public service agencies, clubs and groups exist who will meet some of the needs. Work with your advisory group so that they are aware of the needs that Extension is most capable of addressing. Inform your advisory group of resources, for example, how many volunteers are involved in certain programs.

*Target Audience*

Target an audience that has the identified needs. Who is most affected by the issue? Who benefits the most from having the issue addressed with education? Who is most at-risk for the problem? For whom is the need the greatest? Advisory groups are often helpful in identifying target audiences.

1.3 Plan

*Plan Outcomes*

What will be the result of your program? What is the ultimate result you wish to achieve? If you are sponsoring a River Rescue Program that includes collecting litter along river banks, what is the ultimate result? To host a day for litter collection? That’s just one goal toward your ultimate result. What needs are you trying to reduce? What will the home, family and community be like after the needs are reduced? Your ultimate result might include one or more of these aims: to preserve clean water, to build a healthy natural environment, to improve human health, or to maintain tourism.

The ultimate result you are seeking will be the conditions reflected in the long-term outcomes. Bennett and Rockwell (1995) described these as Social, Economic and Environmental Conditions (SEEC). The outcomes set and measured in pursuit of these conditions are described as learning outcomes and action outcomes. *Learning outcomes* describe the short-term outcomes (knowledge, attitudes, skills or aspirations), while *action outcomes* describe the medium-term (actions or behaviors).
**Program Planning, Evaluation & Accountability**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Learning</th>
<th>Action</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting Education</td>
<td>● Parents increase knowledge of child development.</td>
<td>● Parents practice improved parenting skills.</td>
<td>● Reduced rates of child abuse and neglect.</td>
</tr>
<tr>
<td></td>
<td>● Parents learn new ways to discipline.</td>
<td>● Parents use the local Parenting Resource Center, and use of other services also increases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Parents become aware of community resources that will help them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1. Examples of Planned Outcomes*

**Write Educational Objectives**

While outcomes describe the broad aims of the program, educational objectives are the specific things the audience will learn or do. Educational objectives tell specifically who will achieve what when the program is conducted. Achievement should be measured in a tangible way. Program objectives should be attainable and realistic. Objectives should not be so easy that real work is not needed to achieve them. People need a challenge to succeed. Objectives should target the audience of greatest concern (Figure 2).

| Targeted Outcome: Dairy farmers will improve their farm income by at least 10 percent through higher milk quality. | Outcome Indicators: Number of dairy farmers who adopted written plans for treating sick cows, have no antibiotic residue in milk and increased income. | Objective: Dairy farmers will understand how using written plans for treating sick cows can keep antibiotic residue out of their milk and increase income. |

*Figure 2. Examples of Educational Objectives and Outcome Indicators*

**Plan Evaluation/Establish Outcome Indicators**

Was your effort a success? How will you know if you hit the target? What kinds of data will you need to collect to know if your objectives were met? As an educator and change agent, you will establish the outcome indicators and plan the techniques you will use to measure those outcomes. What indicates that the educational objective was achieved from your programming?

Evaluation techniques vary widely. You may need to use a survey, questionnaire or pre-post test; make observations; weigh a harvested crop; count acres planted; or count yield data. Your challenge is selecting the correct technique to obtain answers for your questions. Was the program a success? Were the objectives met?
Extension’s goal is to measure program performance at the highest possible level. That’s why our major programs are planned and conducted to change practices and ultimately to improve the quality of life through positive changes in social, economic, or environmental circumstances. If change cannot be measured at the learning, action (practice change), or outcome (SEEC) levels, then that particular program is a low priority. Bennett and Rockwell (1995) have described levels of program performance (Figure 3).

**Figure 3. Levels of Program Performance**

*Obtain Curricula*

The research-based knowledge you need to initiate this effort may be contained in an Extension or other publication, research article, curriculum package, etc. Seldom does one educator have all the necessary facts and tangible materials to conduct the program. Obtaining your curricula might include any or all of these jobs:

- Inventory of resources in your office
- Searching University Extension Web sites
- Contacting subject-matter specialists and/or Regional Program Leaders

From these or other sources, obtain the information you need to address the issue, and contact Extension specialists to determine the curricula’s validity and alignment with current research.
Secure Inputs

Secure needed input from your advisory council, subject matter specialists, Regional Program Leaders, and any key stakeholders who can assist in planning the program. Create your Individual Annual Plan. Share the annual plan with your supervisor. In the case of county Extension agents, your annual plan is shared with your County Extension Director and your Regional Program Leader.

Your inputs might include time and effort, Extension funding, a meeting location or other tangible resources. Input is secured from collaborators or program partners. Collaborators and partners are internal (the Extension forage specialist) or external (a local farm business that is providing funding). These partners may be involved in program planning, teaching, or even funding. Consider all possibilities for multi-county and multi-state inputs.

In the case of Extension subject matter specialists, secure input from county agents as to the issues identified in the counties, leading indicators, program curricula needs and research needs. Consider all possibilities for multi-state program efforts by contacting colleagues and reviewing states’ Plans of Work or Annual Accomplishment Reports. Many of these reports are available on state Extension Web sites.

1.4 Deliver

Design the Learning

A program is a set of learning opportunities provided for a specific audience. It has specific, measurable objectives. Any one delivery method alone does not constitute a program. Richardson, Jenkins and Crickenberger (1994) have described all the teaching techniques we use in Extension education as experiential, reinforcement, integrative or other (Figure 4). The right mix of these methods makes a program.

Recruit/train Volunteers

People need to be involved! Very few, if any, successful Extension programs are conducted without recruiting and training volunteers. The effective Extension professional is an effective manager of volunteers. Even the smartest, most resourceful volunteers benefit from training prior to the first time they do something.
Teach/Conduct Program

Teaching methods may have to be adjusted depending on the circumstances. The educator may discover, for example, that the target audience has difficulty reading the printed material and may need to adapt the program to employ non-print methods.

Manage Program Resources

Managing volunteers and other program resources such as publications and equipment is a big job that requires a multitude of skills! These competencies include:

- Program planning, implementation and evaluation,
- Working with people,
- Personal and professional development,
- Faculty and staff relations,
- Personal skills,
- Management responsibility and
- Work habits (Cooper & Graham, 2001).

A number of opportunities are provided to develop the necessary competencies to manage program resources. Extension professional associations, in-service training and coaching from district program leaders are just three of the ways agents develop these competencies.
1.5 Evaluate

Collect Indicator Data

Collecting indicator data may be as simple as a show of hands or as complex as a mailed questionnaire. Focus groups or interviews may be used to describe the program’s impact. Data on knowledge gain can be collected through group and individual recall games.

Some preparation must be made for data storage and retrieval. Statistical software programs, spreadsheets or survey-builder Web sites are all options, depending on the program’s content and resources.

Evaluate Learning, Actions and Conditions

Concentrate your evaluation efforts on outcomes. Outcomes are real, measurable changes in learning, action, or conditions (Taylor-Powell, 2002). Changes in learning could occur along four lines, knowledge, attitudes, skills and/or aspirations (KASA). Action means practice change. What specific practices have the clients adopted? Evaluating conditions refers to those social, economic, or environmental states that are the ultimate aim of Extension programming (Bennett & Rockwell, 1995).

Write Impact Statements

Compose a professional report of the program. In Extension we call this report an impact statement. An impact statement is so named because our ultimate goal is a positive impact for people. Confidentiality and anonymity of program participants must be maintained. Impact statements should read, “A local farmer has doubled farm income through Extension’s value-added farm products program…” rather than “Bill Jones made twice as much money this year through Extension’s value-added farm products program.”

Impact statements should include:

- the number of people served;
- the problem addressed;
- the way in which indicators were measured, for example a pre/post test;
- the indicators of impact, the percentages, facts and figures;
- other indicators that demonstrate practice change or improved SEEC (Figure 5).
Program Planning, Evaluation & Accountability

Of the 725 Example County students in the 4-H Financial Management Program, four classes were randomly selected and surveyed. The survey was completed by 75 students, or 10 percent of participants, with a response rate of 100 percent. The following impacts were achieved:

* 88 percent of students learned the deductions from paychecks.
* 75 percent learned how to write a check and keep a checkbook register.
* 74 percent learned the connection between education and their future career.
* 42 percent learned the importance of saving money.

Two months after attending a 4-H session on savings, one 8th grader reported saving $50 and “buying Christmas presents for my family.” The money was saved from not consuming a daily soda at school. The youth was spending $25 per month in school vending machines. This is a yearly savings of more than $200.

In addition, one-third of participants (36 percent) reported that they took the initiative to talk to their parents about money management as a result of this program.

Figure 5. Example Impact Statement

The major mistake made in composing impact statements is to provide a list of activities. Activity evaluation, while important to improve your program, is one of the lowest measures of program performance. Our public, decision-makers and funding partners demand accountability measures that show impacts to human or environmental capital.

Report Impacts

Impacts should be reported both internally and externally. Internally, report in the System for University Planning, Evaluation and Reporting (SUPER). This software is designed to furnish needed information about our total Extension effort in Tennessee. This information is provided to the USDA through required annual reports.

Outcomes should also be reported locally. Report outcomes to county advisory committees, county Agricultural Committees and other stakeholders. Annually, County Extension Directors provide a written report to county government detailing the Extension effort for the year. Your major impacts should be included in the County Extension Director’s summary.
Program Planning, Evaluation & Accountability

1.6 Summary

Tennessee’s model for Extension program planning and evaluation is based on research and best practices. This model is used to meet goals such as

- effective program planning at the local, multi-county, state and regional levels,
- linking program planning to evaluation,
- coordinating university resources,
- reporting impacts,
- acquiring stakeholder input,
- improving accountability and evaluation and
- satisfying legislative mandates.

Meeting these goals will result in an Extension program that yields results for Tennesseans and improves their quality of life.
2.0 Assess Needs: Data Indicators

One way to begin the needs assessment process is to examine data sources. Relevant data sources are those compiled by universities, government, and other organizations.

2.1 Local Resources

- Chamber of Commerce
- Development Districts
- Human Resource Agencies
- Library
- Newspaper
- Department of Human Services
- School Nutrition Supervisor
- Planning Office
- Economic Development Council
- Health Councils

2.2 National Resources

- United States Census Bureau
  http://www.census.gov/

- Centers for Disease Control National Center for Health Statistics
  http://www.cdc.gov/nchs/hphome.htm

- USDA National Agricultural Statistics Service census of Agriculture
  http://www.nass.usda.gov/census/

- Executive Office of the President and the Dept. of Health and Human Services
  http://www.healthierus.gov/

- Annie E. Casey Foundation Kids Count Data Online
  http://www.aecf.org/

- Search Institute
  http://www.searchinstitute.org

- Child Trends Data Bank
  http://www.childtrendsdatabank.org/

- Children, Youth and Families Education and Research Network
  http://www.cyfernet.org/
2.3 State Resources

- Tennessee Advisory Commission on Intergovernmental Relations
  County Profiles
  http://www.state.tn.us/tacir/

- UT Department of Agricultural Economics, TN Agricultural Census
  http://economics.ag.utk.edu/agcensus.html

- Tennessee Agricultural Statistics Service
  http://www.nass.usda.gov/tn/

- Tennessee Department of Health and UT Community Health Research Group
  http://www2.state.tn.us/health/statistics/HIT/hsr_hit.htm

- Tennessee Department of Education
  http://www.state.tn.us/education/mreport.htm

- Tennessee Department of Economic and Community Development
  http://www.state.tn.us/ecd/tnglance.htm

2.4 Regional Resources

- Middle Tennessee State University Business and Economic Research Center Quarterly
  Economic Data for Middle Tennessee:
  http://www.mtsu.edu/%7Eberc/publications.html

- University of Tennessee Center for Business and Economic Research
  Economic information for metropolitan counties:
### 3.0 Needs Assessment Examples

#### 3.1 Key Themes – Three Highest Priorities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Statewide Extension Personnel (N = 313)</th>
<th>State Ext. Adv. Council (N = 22)</th>
<th>100 State Leaders (N=85)</th>
<th>State Phone Interviews (N=352)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Food System Changes in Agriculture</td>
<td>47 (15.0)</td>
<td>3 (13.0)</td>
<td>31 (36.5)</td>
<td>53 (15.5)</td>
</tr>
<tr>
<td>• Industrialized food systems</td>
<td></td>
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<tr>
<td>• Differentiation strategies in ag</td>
<td></td>
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<tr>
<td>• Food safety and biosecurity issues</td>
<td></td>
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</tr>
<tr>
<td>Educating People for Better Health/Health Care</td>
<td>103 (32.9)</td>
<td>8 (36.0)</td>
<td>22 (25.9)</td>
<td>68 (19.9)</td>
</tr>
<tr>
<td>• Limited access to health care for Hispanics</td>
<td></td>
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<tr>
<td>• Rising health care costs</td>
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<tr>
<td>• Increase in chronic diseases like diabetes</td>
<td></td>
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<tr>
<td>Educating People in Land Use and Conservation</td>
<td>61 (19.5)</td>
<td>8 (36.0)</td>
<td>34 (40.0)</td>
<td>104 (30.4)</td>
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<tr>
<td>• Geospatial technologies</td>
<td></td>
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<tr>
<td>• Ecologically sound agriculture</td>
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<tr>
<td>• Loss of ag lands to non-ag purposes</td>
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<tr>
<td>• Animal waste management</td>
<td></td>
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<tr>
<td>• Absentee landowners</td>
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</tr>
<tr>
<td>Meeting the Needs of Older Tennesseans</td>
<td>37 (11.8)</td>
<td>6 (27.0)</td>
<td>18 (21.2)</td>
<td>70 (20.5)</td>
</tr>
<tr>
<td>• Healthier behaviors</td>
<td></td>
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<tr>
<td>• Healthier environments</td>
<td></td>
<td></td>
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<tr>
<td>Meeting the Needs of the Working Poor</td>
<td>42 (13.4)</td>
<td>8 (36.0)</td>
<td>17 (20.0)</td>
<td>49 (14.3)</td>
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<tr>
<td>• Adequate diet</td>
<td></td>
<td></td>
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<tr>
<td>• Basic nutrition, food preparation</td>
<td></td>
<td></td>
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<tr>
<td>Curtailing the Overweight and Obesity Epidemic</td>
<td>124 (39.6)</td>
<td>3 (13.0)</td>
<td>26 (30.6)</td>
<td>77 (22.5)</td>
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<tr>
<td>• Impact on health status</td>
<td></td>
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<tr>
<td>• High cost of obesity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Managing and Marketing for Ag Profitability</td>
<td>126 (40.3)</td>
<td>4 (18.0)</td>
<td>36 (42.4)</td>
<td>113 (33.0)</td>
</tr>
<tr>
<td>• Organic agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• New farm enterprises</td>
<td></td>
<td></td>
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<tr>
<td>• Value-added agriculture</td>
<td></td>
<td></td>
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<tr>
<td>• Feeder calf health concerns</td>
<td></td>
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<tr>
<td>Managing Technology Changes in Agriculture</td>
<td>63 (20.1)</td>
<td>1 (4.0)</td>
<td>16 (18.8)</td>
<td>96 (28.1)</td>
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<td>• Profitability of grid soil sampling</td>
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<tr>
<td>• Precision agriculture technologies</td>
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<tr>
<td>Building Personal &amp; Family Financial Skills</td>
<td>128 (40.9)</td>
<td>10 (45.0)</td>
<td>22 (25.9)</td>
<td>43 (12.6)</td>
</tr>
<tr>
<td>• Debt among young consumers</td>
<td></td>
<td></td>
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<tr>
<td>• Consumer protection…electronic marketplace</td>
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<tr>
<td>• Subprime and predatory lending</td>
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<td></td>
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<tr>
<td>Preparing Youth: A Diverse &amp; Demanding Future</td>
<td>92 (29.4)</td>
<td>9 (40.0)</td>
<td>32 (37.6)</td>
<td>109 (31.9)</td>
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<tr>
<td>• Diverse global society</td>
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<tr>
<td>• Workforce Preparation</td>
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</tr>
<tr>
<td>Involving the Community for Positive Youth Development</td>
<td>63 (20.1)</td>
<td>3 (13.0)</td>
<td>20 (23.5)</td>
<td>94 (27.5)</td>
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<tr>
<td>• Out-of-school time</td>
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<td></td>
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<td>• Youth-adult Partnerships</td>
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<tr>
<td>Protecting Crops and Resources from Pests and Diseases</td>
<td>82 (26.2)</td>
<td>3 (13.0)</td>
<td>28 (32.9)</td>
<td>133 (38.9)</td>
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<tr>
<td>• IPM for grain quality losses</td>
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<tr>
<td>• Exotic insect pests</td>
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</table>
### 3.2 Key Themes – Three Lowest Priorities

<table>
<thead>
<tr>
<th>Theme</th>
<th>Statewide Extension Personnel (N = 313)</th>
<th>State Ext. Adv. Council (N=22)</th>
<th>100 State Leaders (N=85)</th>
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<td>What three key themes should have the lowest priority for Extension programs, 2006-2010?</td>
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<td>• Differentiation strategies in ag</td>
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<tr>
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<td>Educating People for Better Health/Health Care</td>
<td>41</td>
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<td>• Limited access to health care for Hispanics</td>
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<tr>
<td>• Rising health care costs</td>
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<tr>
<td>• Increase in chronic diseases like diabetes</td>
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<td></td>
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<tr>
<td>Educating People in Land Use and Conservation</td>
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<td>• Geospatial technologies</td>
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<tr>
<td>• Ecologically sound ag</td>
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<tr>
<td>• Loss of ag lands to non-ag purposes</td>
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<tr>
<td>• Animal waste management</td>
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<tr>
<td>• Absentee landowners</td>
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<td>Meeting the Needs of Older Tennesseans</td>
<td>89</td>
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<tr>
<td>• Healthier behaviors</td>
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<td>• Healthier environments</td>
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<td>• Basic nutrition, food preparation</td>
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<tr>
<td>• High cost of obesity</td>
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<td>Managing and Marketing for Ag Profitability</td>
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<td>• New farm enterprises</td>
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<td>Managing Technology Changes in Ag</td>
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<tr>
<td>• Profitability of grid soil sampling</td>
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<tr>
<td>• Precision agriculture technologies</td>
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<tr>
<td>Building Personal &amp; Family Financial Skills</td>
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<td>• Debt among young consumers</td>
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<td>• Consumer protection/electronic marketplace</td>
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<tr>
<td>• Subprime and predatory lending</td>
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<tr>
<td>Preparing Youth: A Diverse &amp; Demanding Future</td>
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<tr>
<td>• Diverse global society</td>
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<td>• Workforce Preparation</td>
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<td>Involving the Community for Positive Youth Development</td>
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<td>• Out-of-school time</td>
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<tr>
<td>• Youth-adult Partnerships</td>
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<td>Protecting Crops and Resources from Pests and Diseases</td>
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<tr>
<td>• Exotic insect pests</td>
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</table>
3.3 Potential Key Themes

Meeting the Needs of Older Tennesseans
- Older Tennesseans (over 12% of the population) are a growing and diverse population needing assistance to maintain their health and independence and continue to be productive residents of Tennessee. Studies show that less than one-third of those over age 65 eat five or more servings of fruits and vegetables and still fewer engage in physical activities. Needs for aging Tennesseans include healthier behaviors, healthier environments and access to high-quality health care.

Curtailing the Overweight and Obesity Epidemic
- The growing epidemic of overweight and obesity in Tennessee will continue to impact the physical, mental and economic health of Tennesseans. A plateau in the rising rates of obesity and overweight is not expected for years to come. Both obesity and overweight have an impact on health status including the development of other costly chronic diseases such as diabetes, heart disease, osteoarthritis, colon and breast cancer, gall bladder disease, and obstructive sleep apnea.

Managing Food System Changes in Agriculture
- Industrialized food systems will affect Tennessee. Much of U.S. plant and animal agriculture will be a part of industrialized food systems by the year 2020. Industrialized food systems are those that are holistic in production, processing, marketing and are organized to deliver specific-attribute consumer products by development of optimized delivery systems or through differentiation by science or branding. The transformation of crop and livestock production from commodity to differentiated product industries will be driven, among other concerns, by consumer desires for highly differentiated food products.

- Agricultural production has always been a risky business, but this may become increasingly so in the future. Not only will the traditional variables of price, weather, disease, etc., continue to buffet the industry, new sources of risk may be encountered. Differentiated products are positioned to respond to unique market segments that value the attribute that is differentiated.

- Food safety and biosecurity. The typical American consumer, generations removed from the farm, is very concerned about the safety and wholesomeness of the food they buy. They also are very concerned about diseases which may be introduced and affect food safety.

Managing Technology Changes in Agriculture
- Tennessee row crop producers need to realize the profitability of grid soil sampling and variable rate technology. Variable rate technology places fertilizer and herbicides on the field so the growing crop can efficiently use it.

- Tennesseans need awareness and assistance to adopt precision agriculture technologies. The availability of global positioning system (GPS), plant and soil sensing technologies, and the development of geographical information systems (GIS) software, has enabled agribusinesses and researchers to develop precision agriculture equipment to measure yields, vary the application of fertilizers and pesticides and measure plant and soil properties.
Meeting the Needs of the Working Poor

- Tennessee’s Working Poor will continue working hard and not getting by. For a large and growing number of persons, having a full-time job is not enough to rise out of poverty. Tennessee ranks 14th nationally in the number of jobs paying below the poverty threshold at 24.6%. Basic nutrition, food shopping and food preparation education is needed to help the working poor manage their limited food resources.

Preparing Youth: A Diverse and Demanding Future

- Youth need to be prepared to live, work, and actively participate in a diverse global society. Youth must be prepared to appreciate diversity. 4-H programming efforts must include more underrepresented groups, including racial and ethnic minorities.
- Youth in Tennessee need the skills, experience and confidence necessary to meet the demands of the workplace and succeed in a high-performance economy characterized by high-skill, high-wage employment. According to the Tennessee Department of Education, many students graduate from Tennessee schools without the skills and attitudes it takes to get and hold a job.

Building Personal & Family Financial Skills

- The Growth of Debt among Young Consumers. Tennessee’s traditionally high bankruptcy, foreclosure and past due loan rates, combined with alarming national statistics about the debt burden being assumed by young adults suggest that Extension needs to target the youngest adult Tennesseans (18-24 years old) with intensive debt education.
- Protecting the Consumer in the Electronic Marketplace. The growth of technology has ushered in new complexities to the marketplace and challenges to the consumer. This requires that U.S. consumers be more proactive if they are to be protected in the electronic market.
- Protecting the Consumer from High-Interest Loans. Sub-prime and predatory lending is luring more Tennessee families into high-interest financing. In addition, growing credit card debt threatens to send more older Americans to the sub-prime market and predatory markets.

Involving the Community for Positive Youth Development

- Youth need safe and inviting places to experience positive youth development in out-of-school time. Young people today experience 10-12 hours less parental contact each week than in 1960, both because of the increase in divorce and because of the change in employment patterns that have occurred since then.
- Youth and adults in Tennessee need to improve their abilities to work in partnership to address genuine community needs through youth in governance, youth-adult partnerships, service-learning, and other citizenship and leadership activities. Engaging youth in community problem solving via governance and partnership with adults promotes positive life skill development for youth, and identifies youth as resources to their communities.
Protecting Crops and Resources from Pests and Diseases

- Tennessee producers and grain storage elevator managers need to effectively implement IPM practices to prevent grain quality losses. Increased concerns over grain quality, coupled with the growth of specialty, identity-preserved and food-grade production has placed increased focus on storage and grain quality issues.
- Sudden oak death caused by the fungus Phytophthora ramorum, is well established in many areas of the West Coast and has been introduced into Tennessee in West Coast Nursery stock. As this fungus has been documented to infect both Northern and Southern red oak, it may be a threat to the state's timber industry.
- Now that soybean rust has been found in the United States, including Tennessee, it is the primary threat to soybean profitability. As there is currently no resistance available to this disease, two to three fungicide sprays per season will have to be used to protect soybeans from destruction, adding $20-30/acre to soybean production costs.
- Exotic insect pests such as the soybean aphid, the hemlock woolly adelgid, and imported fire ants threaten the profitability of agronomic, horticultural and livestock enterprises in Tennessee. The soybean aphid and the hemlock woolly adelgid are exotic insect pests that were first found in Tennessee in 2003.

Educating People in Land Use and Conservation

- Tennesseans need to apply geospatial technologies to their complex problems. Many problems can be addressed through the application of geospatial data such as satellite images, precipitation, soils, terrain characteristics, vegetation type and condition and land use.
- Tennesseans will gain awareness of ecologically sound agriculture, especially the state’s water quality. Of particular importance are the water resources in the state. Adequate amounts of good quality water are essential for our economy and quality of life in Tennessee.
- Loss of agricultural lands to non-agricultural purposes. As more land is used for housing, industry and other uses, less is available for agricultural purposes and the cost of available land is too expensive for many or most agricultural purposes.
- Animal waste management. As farms and subdivisions more frequently border one another, more and more concern will be expressed and regulations will be formulated about animal wastes.
- The agriculture and natural resources community does not have good access to or contact with absentee landowners or those in the rural/urban interface. Some surveys indicate that greater than 50% of landowners no longer live on their property.


**Educating People for Better Health**

- Increase in chronic diseases especially diabetes. The rise in type 2 diabetes parallels the rise in obesity. The disease was previously called adult-onset because it was a problem for those in adult life.
- Language barriers limit access to health services. An influx of Spanish-speaking immigrants has settled in rural counties in Tennessee. Few of these immigrants speak English; likewise, few health care professionals or other professionals speak Spanish.
- Health care costs are rising in Tennessee, with the state spending 37.5% of its state budget on health care. Reasons suggested for rising health care costs include technological advances, new drug therapies, malpractice costs, and a growing aging population. A reason that is less recognized is the costs incurred by patients who do not understand medical information, the health care system and health provider instructions.

**Managing and Marketing for Agricultural Profitability**

- The continued growth of market opportunities in organic agriculture may provide opportunities for income improvement for Tennessee farmers. Growth in annual sales of organic food products has equaled 20% or more each year since 1990.
- Throughout Tennessee, farmers and rural communities are seeking new enterprises and activities to maintain and increase incomes. Farmers capture a much higher share of the consumer food dollar when they market direct to consumers, and from 1997 and 2002, Tennessee saw a 34% increase in the total value of agricultural products sold directly to consumers.
- Tennessee farmers will contemplate new farm enterprises and activities which require a totally new set of skills. To be successful in many new enterprises, a thorough business planning process is required. This includes evaluation and understanding of new regulations, application of new management skills and an understanding of new marketing concepts and techniques.
- Value-Added Agriculture: The number of Tennessee farmers considering new value-added farm enterprises is likely to continue. Opportunities for farm-income improvement often exist by adding value to agricultural commodities and resources through various processing, packaging and marketing activities, as well as through new bio-based products and fuels.
- The health concerns about feeder calves originating in Tennessee will continue. Many feeder calves originating in Tennessee have a poor reputation for health and yet many calves sold in the state have limited health care before sale.
Your participation in this survey is very important. Your responses will contribute to a Strategic Plan for UT Extension. This plan will address statewide programs to address the most critical issues facing our state from 2006 to 2010. Please complete this survey and return in the enclosed envelope OR complete the online survey at:

http://surveys.utk.edu/utextension/index.htm

Extension Strategic Plan
2006-2010
For Q1, check the boxes to indicate the three highest priority key themes facing Tennessee over the next three to five years that UT Extension should address. For Q2, check the boxes to indicate the three lowest priority key themes facing Tennessee over the next three to five years that UT Extension should address.

<table>
<thead>
<tr>
<th>Q1. Three HIGHEST Priorities</th>
<th>Q2. Three LOWEST Priorities</th>
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</thead>
<tbody>
<tr>
<td>Managing Food System Changes in Agriculture</td>
<td></td>
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<tr>
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<td>• Exotic insect pests</td>
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</tbody>
</table>
Q3. You may note key themes of statewide concern that you feel UT Extension should address over the next three to five years that were not identified on this survey.

If that is true for you, what is the one most important issue not found on this survey?

Now, please answer these last few questions about Extension’s relevance and usefulness. Check the box to indicate your level of agreement or disagreement.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
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<td>Q5. When a community issue arises, Extension is quick to respond.</td>
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<td>Q6. It is clear why Extension conducts the programs it does.</td>
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<td>Q7. People know about Extension in my community.</td>
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<td>Q8. I learn new things from Extension programs.</td>
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<td>Q9. I am better off because of Extension.</td>
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<td>Q10. My community is better off because of Extension.</td>
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<td>Q11. Extension is worth the money</td>
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</tbody>
</table>
Q12. If there is anything else you would like to share that would assist us in meeting the needs of Tennesseans, please write it below:
3.5 Needs of Child Care Providers

The University of Tennessee Extension is interested in your training needs as a child care provider. Please mark the boxes to show if you need training opportunities in any of the following topics. For each topic, please mark one answer.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Does Not Apply</th>
<th>None</th>
<th>A Little More</th>
<th>Some More</th>
<th>Much More</th>
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</thead>
<tbody>
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<td>1. Organizing play areas.</td>
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<td>2. Outdoor play.</td>
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<td>3. Planning healthy and nutritious meals and snacks.</td>
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<td>4. Food safety and cleanliness.</td>
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<td>5. State licensing requirements.</td>
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<tr>
<td>6. Ages and stages of development.</td>
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<td>7. Infants.</td>
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<td>8. Toddlers.</td>
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<td>9. Preschoolers.</td>
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<td>10. School-Age/afterschool.</td>
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<td>11. Activities and planning.</td>
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<td>12. Training new employees.</td>
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<td>15. Children with special needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Health and safety.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Language development/literacy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Social development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does Not Apply</td>
<td>None</td>
<td>A Little More</td>
<td>Some More</td>
<td>Much More</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>------</td>
<td>---------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>20. Physical development.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>22. Relationships with parents/staff.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>23. Cultural diversity.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>24. Observation and assessment.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>25. Professionalism.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>26. Other</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

If you have any other training needs, please write them here:

If you have any other comments about training or UT Extension, please write them here:

Thank you!

Matthew J. Devereaux, Ph.D.
Department of Family and Consumer Sciences

Joseph L. Donaldson, Ph.D.
Department of Extension Evaluation and Staff Development
3.6 Online Employee Survey

Dear Colleagues,

A new UT Extension Strategic Plan is being formulated. As a part of this process, we are seeking opinions from a number of Tennesseans, including statewide Extension personnel, decision-makers, clientele and other stakeholders. The result will be a plan for implementing statewide Extension programs that address the most critical issues; improving Extension operations; and renewing our commitment to educating people where they live, work and play. Our goal is that these programs will continue to improve Tennessee’s economic security, environmental vitality and quality of life.

The responses we receive to this survey, from you and others, will assist us in improving Extension and identifying priorities for the future. Please complete the online survey at:

<<insert link to online employee survey>>

This is a voluntary, confidential survey. We will NOT know your IP address, name, or location. Your responses will be grouped with those of other employees across the state. Your response is very important. We anticipate it will take you 30 minutes or less to complete this survey. If you have questions or concerns, please do not hesitate to contact us. Thank you for your participation.

Yours truly,

Mr. Joseph L. Donaldson  
Extension Specialist  
Strategic Planning Leadership Team  
Co-Chair

Dr. Shirley W. Hastings  
Associate Dean  
Strategic Planning Leadership Team  
Co-Chair
Your participation in this survey is very important. Your responses will contribute to a new Strategic Plan for UT Extension. This plan will strengthen Extension by ensuring our programs and operations are efficient and effective as we look to impact the future of our state. We need your response before June 30, 2010. Questions about this survey may be directed to:

Shirley W. Hastings, Associate Dean
121 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4530
Phone: 865-974-7384
Email: hastings@tennessee.edu

Joseph L. Donaldson, Extension Specialist
212-D Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4525
Phone: 865-974-7245
Email: jldonaldson@tennessee.edu
1. Name ONE success of UT Extension today.

2. What is your ONE greatest frustration with UT Extension?

3. Other than a pay increase, how could UT Extension provide you with greater job satisfaction?

4. What is ONE UT Extension rule/policy that is a barrier to performing your job?

5. Think about the resources you have and the resources you need to do your job successfully. “Resources” include human resources, technology, training, supplies, and equipment. What resources do you need, that you do not presently have, to enhance your job performance?

6. Please name one or two criteria that should be used to determine staffing allocations?
7. What Extension educational program(s) do you anticipate will have the highest priority in the next five years?

8. What Extension educational program(s) do you anticipate will be obsolete five years from now?

9. What one to three delivery methods do you believe will be the most effective in five years?

10. Please name one or two criteria that should be used in evaluating programs?

11. Think about social, political, and economic changes or trends in your community. What is the ONE most important change or trend in your community that will impact Extension over the next five years?
12. What is the ONE marketing strategy that UT Extension should strengthen or implement?

__Billboards
__Newsletters
__Newspaper Ads
__Newspaper Columns
__Radio Programs
__Radio Spots
__Social media
__TV
__Websites
__Other, please list:______________________________________

13. As a part of the strategic planning process, we will be developing an updated UT Extension values statement. Please select from the list below five values that if emulated by our employees will likely ensure the success of UT Extension.

__Accuracy
__Cleanliness
__Maximum Utilization of Resources
__Orderliness
__Punctuality and Timeliness
__Quality of Products and Services
__Regularity
__Responsiveness
__Safety
__Speed of Operations
__Accountability
__Communications
__Cooperation (Teamwork)
__Coordination
__Discipline
__Other (please list: _____________)

__Empowerment of Employees
__Integration
__Standardization
__Systemization
__Continuous Improvement
__Creativity
__Customer Delight
__Decisiveness
__Develop People
__Harmony
__Innovation
__Integrity
__Loyalty
__Resourcefulness
__Respect for the Individual
__Service to Society

[definitions for all values added to the online version]
14. UT Extension is planning area meetings to involve all employees in the strategic plan. Please identify FIVE of the following issues that employees need to discuss. Please mark the issues that you consider paramount to the future success of UT Extension. Check the box to indicate the FIVE issues for discussion.

<table>
<thead>
<tr>
<th>Issue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee job satisfaction.</td>
<td></td>
</tr>
<tr>
<td>Barriers to effectively doing our jobs</td>
<td></td>
</tr>
<tr>
<td>Funding opportunities.</td>
<td></td>
</tr>
<tr>
<td>What works in UT Extension.</td>
<td></td>
</tr>
<tr>
<td>What does NOT work in UT Extension.</td>
<td></td>
</tr>
<tr>
<td>Communication within UT Extension.</td>
<td></td>
</tr>
<tr>
<td>Communicating about UT Extension (Marketing).</td>
<td></td>
</tr>
<tr>
<td>Trends in our communities (social, political, economic trends).</td>
<td></td>
</tr>
<tr>
<td>Duplication of services between UT Extension and other public agencies and/or private organizations.</td>
<td></td>
</tr>
<tr>
<td>Program priorities.</td>
<td></td>
</tr>
<tr>
<td>Educational technology.</td>
<td></td>
</tr>
<tr>
<td>Threats to UT Extension.</td>
<td></td>
</tr>
<tr>
<td>Educational methods.</td>
<td></td>
</tr>
</tbody>
</table>
15. What base program or programs best identifies your work? (Please mark all that apply.)

☐ AGRICULTURE AND NATURAL RESOURCES
☐ FAMILY AND CONSUMER SCIENCES
☐ 4-H YOUTH DEVELOPMENT
☐ RESOURCE DEVELOPMENT

16. What is your current institutional status?

☐ 100% COUNTY-FUNDED EMPLOYEE
☐ UNIVERSITY OF TENNESSEE EMPLOYEE
☐ TENNESSEE STATE UNIVERSITY EMPLOYEE

17. How many years have you been employed with Extension?

☐ 1 – 5 YEARS
☐ 6 – 10 YEARS
☐ 11 – 15 YEARS
☐ 16 – 20 YEARS
☐ 21 – 25 YEARS
☐ 26 OR MORE YEARS

18. What is your current job title?

☐ ADMINISTRATIVE ASSISTANT
☐ EXTENSION AGENT
☐ EXTENSION AGENT/COUNTY DIRECTOR
☐ PROGRAM ASSISTANT
☐ SPECIALIST
☐ OTHER

19. If there is anything else you would like to share that would assist us in the strategic planning effort, please write it below:
Strategic Planning Leadership Team
Joseph L. Donaldson, Extension Evaluation and Staff Development, Co-Chair
Shirley Hastings, Extension Administration, Co-Chair
Michele Atkins, Henry County
John Bartee, Montgomery County
Gary Bates, Plant Sciences
Kelli Bottoms, Cumberland County
Lynn Brookins, Western Region
Matt Devereaux, Family and Consumer Sciences
Brad Greenfield, Dickson County
Connie Heiskell, Eastern Region
Cristina Martinez, Central Region
Tyrone Miller, Tennessee State University
Betty Neilson, Henderson County
Milton Orr, Greene County
Emily Osterhaus, Bedford County
Alice Rhea, Eastern Region
Nancy Rucker, Cheatham County
Thelma Sanders-Hunter, Tennessee State University
Jim Stewart, Central Region
Anthony Tuggle, Rutherford County
Glenn Turner, Sevier County
Amy Williams, 4-H Youth Development
3.7 Employee Survey Summary

#### UT Extension

**Extension Workforce Survey for Strategic Planning**

**Advancing Tennessee**

Joseph L. Donaldson, Extension Specialist, Co-Chair  
Shirley Hastings, Associate Dean, Co-Chair  
State Strategic Planning Leadership Team

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Success</th>
</tr>
</thead>
</table>
| In June, 2010, an employee survey was conducted of the Extension workforce, including UT, TSU, and 100% county-funded employees. The overall aim of the study, developed by the Strategic Planning Leadership Team, was to understand employee needs and viewpoints relative to strategic issues. Major constructs were organizational strengths, values, staffing, job satisfaction, program priorities, program delivery methods and marketing. | Name one success of UT Extension today.  
- 4-H  
- Helping farmers  
- Office in all 95 counties  
- Master Beef Producer  
- Outreach to communities and vulnerable populations  
- Nutrition/obesity prevention  
- Master Gardener |

<table>
<thead>
<tr>
<th>Methods</th>
<th>Job Satisfaction</th>
</tr>
</thead>
</table>
| The questionnaire was validated for face and content validity by members of the State Strategic Planning Leadership Team. The majority of questions were open-ended, therefore, a test-retest technique was used to establish reliability. A pilot group of 25 employees were selected at random. The pilot group took the survey on two occasions, and no single question had less than 60% consistency from the first administration to the second. The overall reliability was 87.2%. Employees were invited to participate via email, and responses were received from 413 employees. The most frequent responses are listed. | What is your one greatest frustration with UT Extension?  
- Salary  
- Paperwork/red tape  
- No/little reward for good work  
- Hours: family/work balance  
- Attempt to be “All things to all people”  
- SUPER/Reporting/Civil Rights |
Program Planning, Evaluation & Accountability

Other than a pay increase, how could UT Extension provide you with greater job satisfaction?
- Say “Thank you”
- Flexible work schedule
- Professional development
- Less paperwork
- Programs in fewer areas
- Additional annual leave, especially for (a) non-exempt employees and (b) reward/incentive for high-quality work

What is one UT Extension rule/policy that is a barrier to performing your job?
- None
- 8-5 work day/work-family balance/no comp time policy
- SUPER/reporting/planning
- Unclear chain of command

What resources do you need that you do not presently have, to enhance your job performance?
- Additional training
- More employees, especially secretaries and program assistants
- Today’s technologies
- Supplies
- Travel funds
- IT support

Prioritizing Programs & Methods

What Extension educational programs do you anticipate will have the highest priority in the next five years?
- Nutrition/obesity prevention
- Family economics
- Parenting/Co-parenting
- 4-H youth development
- Consumer horticulture
- Health
- Agriculture

What Extension educational programs do you anticipate will be obsolete five years from now?
- 4-H in the classroom
- Tobacco programs
- FCE clubs
- No opinion/don’t know
- 4-H camps
- Dairy
- Swine

What one to three delivery methods do you believe will be most effective in five years?
- Web-based, including eXtension
- Face-to-face
- Social media
- Group meetings

Please name one or two criteria that should be used in evaluating Extension programs?
- Impact of programs
- Need for the program
- Number of people reached
- Cost/benefit ratio
- Audience participation
- Relevance and innovativeness of the program

Staffing

Please name one or two criteria that should be used to determine staffing allocations?
- County size/population
- Job performance
- Seniority
- County dollar contribution
- Needs of the county
- Ag, 4-H, FCS in all counties
- Number of clientele being served
- Agricultural production and number of farms
- Impact of programs
- 4-H enrollment
What is the ONE most important change or trend in your community that will impact Extension over the next five years?
- Economic downturn
- Cuts to government budgets
- Urbanization
- Increased population
- Fewer farmers/fewer family farms
- Technology/social media

Marketing
What is the ONE marketing strategy that UT Extension should strengthen or implement?
- Websites
- TV
- Social media
- Billboards
- Newspaper columns
- Radio

Organizational Values
Please select five values that if emulated by our employees will likely ensure the success of UT Extension?
- Quality of products and services
- Responsiveness
- Service to society
- Communication
- Integrity

Area Meeting Discussions
Please identify the following issues that employees need to discuss at upcoming area meetings. Please mark issues you consider paramount to the future success of UT Extension
- Employee job satisfaction
- Funding opportunities
- Program priorities
- Duplication of services
- Communication about UT Extension (marketing)

Demographics
Respondents were asked to respond to the following demographic questions

<table>
<thead>
<tr>
<th>Base Program Assignment¹</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag and Natural Resources</td>
<td>207</td>
<td>50.1</td>
</tr>
<tr>
<td>Family and Consumer</td>
<td>185</td>
<td>44.7</td>
</tr>
<tr>
<td>Sciences</td>
<td>180</td>
<td>43.5</td>
</tr>
<tr>
<td>4-H Youth Development</td>
<td>78</td>
<td>18.8</td>
</tr>
</tbody>
</table>

¹Assignment does not equal 100% as respondents could select multiple base programs

<table>
<thead>
<tr>
<th>Institutional Status</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Tennessee</td>
<td>376</td>
<td>91.0</td>
</tr>
<tr>
<td>100% County-Funded</td>
<td>20</td>
<td>4.8</td>
</tr>
<tr>
<td>Tennessee State University</td>
<td>17</td>
<td>4.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Employed</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>111</td>
<td>27.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>62</td>
<td>15.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>63</td>
<td>15.2</td>
</tr>
<tr>
<td>16-20 years</td>
<td>57</td>
<td>13.8</td>
</tr>
<tr>
<td>21-25 years</td>
<td>41</td>
<td>10.0</td>
</tr>
<tr>
<td>26 or more years</td>
<td>78</td>
<td>19.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Agent</td>
<td>139</td>
<td>34.0</td>
</tr>
<tr>
<td>Ext. Agent/County Director</td>
<td>66</td>
<td>16.1</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>64</td>
<td>15.9</td>
</tr>
<tr>
<td>Specialist</td>
<td>61</td>
<td>15.0</td>
</tr>
<tr>
<td>Program Assistant</td>
<td>45</td>
<td>11.0</td>
</tr>
<tr>
<td>Other</td>
<td>34</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Conclusion
This study identified several strategic issues regarding: organizational strengths, values, staffing, job satisfaction, program priorities, program delivery methods and marketing. The results will be used by the State Strategic Planning Leadership Team, in addition to other data obtained through surveys, area meetings and focus groups, to develop the strategic plan.

Look for strategic planning updates at: http://utextension.tennessee.edu/strategicplanning
Dear Friend,

A **NEW** UT Extension Strategic Plan is being formulated by obtaining opinions from a number of Tennesseans, including statewide Extension personnel, decision-makers, clientele and other stakeholders. The result will be a plan for implementing statewide Extension programs that address the most critical issues facing our state over the next 10 years. Our goal is that these programs will improve Tennessee’s economic security, environmental vitality and quality of life.

The responses we receive to this survey, from you and other citizens, will assist us in preparing for the future and in making Extension efficient and effective.

This will be an anonymous survey. It will take approximately 20 minutes to complete. Your responses will be grouped with those of other citizens across the state. Your response is very important. Direct any questions about this survey to:

Shirley W. Hastings, Associate Dean  
121 Morgan Hall  
2621 Morgan Circle  
Knoxville, TN 37996-4530  
Phone: 865-974-7384  
Email: hastings@tennessee.edu

Joseph L. Donaldson, Extension Specialist  
212-D Morgan Hall  
2621 Morgan Circle  
Knoxville, TN 37996-4525  
Phone: 865-974-7245  
Email: jldonaldson@tennessee.edu

Thank you for your participation. Please click **Next** to take our survey.
Advancing Tennessee

Extension Strategic Plan
2011 and Beyond
Please answer these questions about UT Extension’s relevance and usefulness. Check the box to indicate your level of agreement or disagreement.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. UT Extension programs are relevant to my needs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q2. When a community issue arises, UT Extension is quick to respond.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q3. It is clear why UT Extension conducts the programs it does.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q4. People know about UT Extension in my community.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q5. I learn new things from UT Extension programs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q6. I am better off because of UT Extension.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q7. My community is better off because of UT Extension.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q8. UT Extension is worth the money.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q9. UT Extension duplicates the services of other organizations.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q10. UT Extension effectively markets its services to the people of Tennessee.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q11. The information I receive from UT Extension is useful.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q12. Extension has benefitted my family and me.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q13. I depend on UT Extension for information to solve problems.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Q14. UT Extension should charge a fee for some programs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Q15. UT Extension should charge a fee for some publications.

Q16. What UT Extension programs provide the greatest benefit to your community?

Q17. What is ONE thing you would like to change about UT Extension?

Q18. Think about social, political, and economic changes or trends in your community. What is the ONE most important change or trend that will affect your community over the next five years?

Q19. How did you first learn about UT Extension?

☐ Friend/Neighbor
☐ Local Extension Agent
☐ Local Extension Office
☐ Newsletter
☐ Radio
☐ Social Media (You Tube, Facebook, Twitter, etc.)
☐ TV
☐ Website
☐ Other, please list: ________________________________
Q20. How do you prefer to learn something new? Check the box to indicate if you prefer, sometimes prefer, or do not prefer the following methods.

<table>
<thead>
<tr>
<th>Method</th>
<th>Prefer</th>
<th>Sometimes Prefer</th>
<th>Do Not Prefer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book/manual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD/DVD</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstration</td>
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<td></td>
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</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fact sheet</td>
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<td></td>
<td></td>
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<tr>
<td>Field day</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hands-on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture/Seminar</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletter</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-on-one</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online/Web-based</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Because we want this survey to reach all people, will you please answer these next few questions about yourself?

Q21. In which UT Extension programs(s) have you personally participated? *Please mark all that apply.*

- [ ] Agriculture and Natural Resources
- [ ] Family and Consumer Sciences
- [ ] 4-H Youth Development
- [ ] Resource Development

Q22. How often do you use UT Extension?

- [ ] More than once a week
- [ ] Weekly
- [ ] Several times per month
- [ ] Monthly
- [ ] Occasionally
- [ ] Never

Q22a. Please mark any of the following that are true for you. *Please mark all that apply.*

- [ ] I often attend UT Extension meetings
- [ ] I often visit my county Extension office
- [ ] I am a member of a club or group (4-H, FCE, Master Gardeners)
- [ ] I often receive UT Extension newsletters
- [ ] I often use the UT Extension website
- [ ] I serve on a UT Extension advisory council

Q23. What is your age?

- [ ] Under 18
- [ ] 19-29
- [ ] 30-39
- [ ] 40-49
- [ ] 50-59
- [ ] 60-69
- [ ] 70-79
- [ ] 80-89
- [ ] 90 years or older
Q24. What is your gender?

☐ FEMALE
☐ MALE

Q25. What is your race/ethnicity (you may indicate multiple races/ethnicities)?

☐ AMERICAN INDIAN OR ALASKAN NATIVE
☐ ASIAN OR PACIFIC ISLANDER
☐ BLACK, NOT OF HISPANIC ORIGIN
☐ HISPANIC
☐ WHITE, NOT OF HISPANIC ORIGIN

Q26. WHAT IS YOUR COUNTY?

DROP-DOWN SELECTION LIST

Q27. If there is anything else you would like to share that would assist us in the strategic planning effort, please write it below:

Thank you. We appreciate your input.

UT Extension Strategic Planning Leadership Team
Shirley Hastings, Extension Administration, Co-Chair
Joseph L. Donaldson, Extension Evaluation & Staff Development, Co-Chair
  Michele Atkins, Henry County
  John Bartee, Montgomery County
  Gary Bates, Plant Sciences
  Kelli Bottoms, Cumberland County
  Lynn Brookins, Western Region
Matt Devereaux, Family and Consumer Sciences
  Brad Greenfield, Dickson County
  Connie Heiskell, Eastern Region
  Cristina Martinez, Central Region
Tyrone Miller, Tennessee State University
  Betty Neilson, Henderson County
  Milton Orr, Greene County
  Emily Osterhaus, Bedford County
  Alice Rhea, Eastern Region
  Nancy Rucker, Cheatham County
Thelma Sanders-Hunter, Tennessee State University
  Jim Stewart, Central Region
  Anthony Tuggle, Rutherford County
  Glenn Turner, Sevier County
  Amy Williams, 4-H Youth Development
Dispositions of Tennessee Farmers for Learning

Joseph L. Donaldson, Extension Specialist, University of Tennessee
Nancy K. Franz, Professor and Extension Specialist, Virginia Tech
Johnnie R. Westbrook, Graduate Research Assistant, Virginia Tech

Abstract
The “How Farmers Learn” research initiative was conducted to examine how producers currently prefer to learn and implies for Extension programs. The study involved 48 producers in five focus groups. A questionnaire was also administered in which producers categorized learning methods as “preferred” or “not preferred”. Female, value added, and organic producers tended to use the World Wide Web (Web) more often than beef, forage and tobacco producers. Age did not influence preference for online learning.

Introduction
UT Extension extends the knowledge and expertise of the University to the people of Tennessee through agents and specialists in all 95 counties of the state. Educational programs in agriculture and natural resources reached 885,171 contacts by Extension personnel in 2007 with 443,181 (50%) being producers.

The “How Farmers Learn” research initiative was conducted to examine how producers currently prefer to learn and what it means for agricultural education, especially Extension education. This project studies the intersection of farm practices, farm systems, and the farmer as a learner. In Tennessee, this research project was guided by a steering committee of producers and Extension personnel. It explored the preferred learning methods of five different producer groups:

- organic fruit and vegetable producers
- tobacco producers
- beef and forage producers
- value-added producers
- women in agriculture

Objectives
The major objective of this study was to describe producer preferences for learning through different methods, including online. Specific research questions were:

1. Does age influence producer preferences for online learning?
2. Are there differences for online learning across producer groups?
3. What is the relative importance of online learning for producers compared to preferences for other learning methods?
Methods
Producers participated in one of five different focus groups. The focus group sessions lasted approximately two hours, and an example question included, "How do you prefer to learn a new skill or way of operating?" During the focus group sessions, a written questionnaire was used to document preferences. Producers were asked to indicate if they preferred or did not prefer 35 different learning method types. Focus group questions were used to describe why methods were preferred or not preferred. The producer’s age was also collected via the questionnaire.

Findings
The average age of the producers was 48. Age was not specifically related to a preference for Web use. Female, value added, and organic producers tended to use the Web more often than beef, forage and tobacco producers. Online learning was preferred by over two-thirds of producers (71%). The percentage of producers favoring the Web (71%) is smaller than 15 other learning methods including hands-on (100%) and demonstrations (100%); see table.

Producers’ Preferences for Learning Methods (N=48)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>Hands-on</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>Farm Visit</td>
<td>46</td>
<td>96</td>
</tr>
<tr>
<td>Discussion</td>
<td>44</td>
<td>96</td>
</tr>
<tr>
<td>One-on-One</td>
<td>42</td>
<td>93</td>
</tr>
<tr>
<td>Experiment</td>
<td>41</td>
<td>87</td>
</tr>
<tr>
<td>Workshop</td>
<td>41</td>
<td>85</td>
</tr>
<tr>
<td>On-farm Test</td>
<td>40</td>
<td>87</td>
</tr>
<tr>
<td>Photos</td>
<td>40</td>
<td>83</td>
</tr>
<tr>
<td>Field Day</td>
<td>38</td>
<td>81</td>
</tr>
<tr>
<td>Question and Answer</td>
<td>38</td>
<td>86</td>
</tr>
<tr>
<td>Book/Manual</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Meeting</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Newsletter</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Exhibit</td>
<td>35</td>
<td>73</td>
</tr>
<tr>
<td>Fact-Sheet</td>
<td>34</td>
<td>73</td>
</tr>
<tr>
<td>Online/Web-based</td>
<td>34</td>
<td>71</td>
</tr>
</tbody>
</table>

Producers tended to describe the Web as a source for information to build awareness that later may lead to learning. Producers expressed little interest in structured, online courses, but they did favor convenient websites that made keyword searching easy. Producers consistently used the term "Internet" in reference to the World Wide Web.

“If it is real specific with disease and stuff like that I go on the Internet, and if I am still lost I’ll call up the UT Extension.”

Producers described a major positive of the Web as being able to access information anytime. Other positives included being able to refer back to the information and working at their own pace.

“What I like about the Internet is the fact that you can do 24/7. You can do at midnight or whatever…”

Conversely, some producers noted that some searches take a considerable amount of time or provide more information than they desire to evaluate.

“I have a dial-up connection so I tend to not use the Internet for much searching. I use it for email and that’s about it. It takes too long to wait.”

“I used it a lot at the beginning, but it was just too hard to sift through the information.”

Conclusion
Producers do have preferences for learning, and the majority of producers in this study use the Internet, however, it is not necessarily preferred more often than other methods, especially demonstrations, hands-on, farm visits and discussions. The challenge for Extension is to continually align educational strategies with producers’ preferred learning methods.

Funding for this project was provided by USDA-CSREES Sustainable Agriculture Research and Education (Southern Region)
4.0 Learning about SUPER

4.1 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
- Inside SUPER: A Comprehensive Inservice for Extension Professionals

4.2 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)

SUPER Foundations II
- Delivery (Activity, PEN)

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

SUPER Foundations IV [County Directors]
- Profile (Appraisal)
- Unit Operations (Fiscal, Administrative and Physical)
- Plans (Civil Rights Plan)
- Reports (Civil Rights Reports)
5.0 Productivity Measures

Extension agents, program assistants, and specialists report:

Outputs

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

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

- Indirect Methods
  - Exhibits
  - Newspaper Articles
  - Other
  - Publications
  - Radio Programs
  - TV Programs

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

- Volunteers’ Hours

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

- Volunteers’ Indirect Methods
  - Exhibits
  - Newspaper Articles
  - Other
  - Publications
  - Radio Programs
  - TV 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
  - State
  - Inservice

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.
# 6.0 Implementation Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Units Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1, 2013</td>
<td>2014 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, 2013).</td>
<td>Counties</td>
</tr>
<tr>
<td>December 2, 2013</td>
<td>2013 Impact Statements completed.</td>
<td>4-H Centers</td>
</tr>
<tr>
<td>December 2, 2013</td>
<td>County agent performance appraisal due to County Extension Director. Area agent/specialist performance appraisal due to Regional Director.</td>
<td>Regions</td>
</tr>
<tr>
<td>December 16, 2013</td>
<td>Regional Program Leaders will review, rate and make comments or suggestions for improvement of the IAP as appropriate no later than December 16, 2013.</td>
<td>Departments</td>
</tr>
<tr>
<td>December 2013</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>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 8, 2014</td>
<td>County and area performance appraisals submitted to Regional Director.</td>
<td></td>
</tr>
<tr>
<td>January 24, 2014</td>
<td>Statewide Lock Date for IAP. Specialists view IAPs in applicable knowledge areas to assess statewide program plans.</td>
<td></td>
</tr>
<tr>
<td>February 24, 2014</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 2014</td>
<td>County Civil Rights Compliance Report due to Regional Office.</td>
<td></td>
</tr>
<tr>
<td>March 2014</td>
<td>Regional Directors finalize performance ratings of county, area and regional staff with Extension Dean.</td>
<td></td>
</tr>
<tr>
<td>August 1, 2014</td>
<td>Annual 4-H Youth Enrollment Report due.</td>
<td></td>
</tr>
<tr>
<td>August 18, 2014</td>
<td>Annual Enrollment Rollover.</td>
<td></td>
</tr>
<tr>
<td>October 1, 2014</td>
<td>2015 Inservice Courses/Events available for registration.</td>
<td></td>
</tr>
</tbody>
</table>
# 7.0 Overview of Federal Legislation

This chart highlights Federal Legislation that defines and influences Cooperative Extension.

<table>
<thead>
<tr>
<th>Year</th>
<th>Act</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1862</td>
<td>Morrill</td>
<td>Establishes one land-grant college to emphasize Agriculture and Mechanical Arts in every state.</td>
</tr>
<tr>
<td>1887</td>
<td>Hatch</td>
<td>Establishes agricultural experiment stations.</td>
</tr>
<tr>
<td>1890</td>
<td>Second Morrill</td>
<td>Establishes land-grant colleges for African Americans in 17 states.</td>
</tr>
<tr>
<td>1914</td>
<td>Smith-Lever</td>
<td>Establishes Cooperative Extension.</td>
</tr>
<tr>
<td>1924</td>
<td>Clark-McNary</td>
<td>Expands “agriculture” to include forestry.</td>
</tr>
<tr>
<td>1928</td>
<td>Capper-Ketchum</td>
<td>Made Hawaii the first territory to receive Extension funds. An additional appropriation for Extension with vast majority of funds used to hire county agents.</td>
</tr>
<tr>
<td>1935</td>
<td>Bankhead-Jones</td>
<td>New funding formula for Smith Lever funds considers rural and farm population.</td>
</tr>
<tr>
<td>1937</td>
<td>Norris-Doxey</td>
<td>Provides additional funds for forest plots and reforestation.</td>
</tr>
<tr>
<td>1939</td>
<td>Further Development</td>
<td>Provides additional funds for Extension.</td>
</tr>
<tr>
<td>1945</td>
<td>Bankhead-Flanagan</td>
<td>Increases programming at the county level. Increased attention to three goals: increasing the standard of living, improving nutrition and increasing farm marketing.</td>
</tr>
<tr>
<td>1946</td>
<td>Research and Marketing</td>
<td>Provides funds for experimental programs.</td>
</tr>
<tr>
<td>1950</td>
<td>Cooperative Forestry Act</td>
<td></td>
</tr>
<tr>
<td>1953</td>
<td>Public Law 83</td>
<td>Combines most appropriations for Extension which simplified the process for states.</td>
</tr>
<tr>
<td>1964</td>
<td>Civil Rights Act of 1964, PL 88-352</td>
<td>Title VI prohibits discrimination by agencies that receive Federal funding.</td>
</tr>
<tr>
<td>1968</td>
<td>Expanded Food Nutrition Education Program (EFNEP)</td>
<td>Provides funds for nationwide EFNEP (initially $60 million). This effort grew out of a pilot program in Alabama conducted by the USDA Secretary of Agriculture.</td>
</tr>
<tr>
<td>1972</td>
<td>Rural Development</td>
<td>Authorizes Extension and research funding for rural development.</td>
</tr>
<tr>
<td>1976</td>
<td>Direct Farmer to Consumer Marketing Act</td>
<td>Supports educational programming such as pick-your-own and farmers’ markets.</td>
</tr>
<tr>
<td>1977</td>
<td>National Agricultural Research, Extension and Teaching Policy Act</td>
<td>Appropriates Extension funding for 1890 institutions.</td>
</tr>
<tr>
<td>1978</td>
<td>Renewable Resources Extension Act</td>
<td>Expands Extension forestry programs to include forest stewardship. Appropriated funds for forestry programs.</td>
</tr>
<tr>
<td>1981</td>
<td>Agriculture and Food Act, PL 97-98, Title XIV</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>Food Security Act</td>
<td>Allows USDA to develop agreements with private firms and use 50% Federal funding for research.</td>
</tr>
<tr>
<td>1990</td>
<td>Food, Agriculture, Conservation and Trade Act, PL 101-624</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>Government Performance and Results Act, PL 103-62</td>
<td>While not specific to Extension, this act changes Extension reporting to delineate inputs, outputs and outcomes. The basic premise of the act is that Federal funds must be accounted for according to the authorization.</td>
</tr>
<tr>
<td>Year</td>
<td>Act</td>
<td>Significance</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1994</td>
<td>Equity in Educational Land-Grant Status Act</td>
<td>Provides land-grant status to 29 tribal colleges. (At the time, these 29 were serving approximately 60,000 students and were primarily two-year colleges.)</td>
</tr>
<tr>
<td>1998</td>
<td>Agricultural Research, Extension and Educational Reform Act (AREERA)</td>
<td>Mandates that each state would target 25% of Smith-Lever funds for Extension programs delivered through multistate efforts. In addition, mandated 25% of Smith-Lever funds for programs integrating research and Extension.</td>
</tr>
</tbody>
</table>
| 2008 | Food, Conservation and Energy Act of 2008                           | • Establishes National Institute of Food and Agriculture (NIFA); replaces CSREES  
• Created five programs for Hispanic-serving agricultural colleges and universities  
• Specialty Crops Research Initiative ($50 million solicited for FY09)  
• Made all Smith-Lever 3(d) funds competitive except EFNEP (with 1890s fully eligible to receive these funds)  
• Organic Research & Extension initiative ($18 million)  
• Agriculture and Food Research Initiative ($190 million); 30% of funds for integrated research and Extension programs  
• Eliminated a required report from State Extension Directors to State Governors |
| 2014 | Agricultural Act of 2014                                            | • Designated Central State University in Ohio as an 1890 land grant institution  
• $600 million for the Specialty Crops Research Initiative with $25 million per year for five years reserved for Emergency Citrus Disease Research and Extension Program  
• Reauthorized Organic Research & Extension initiative ($20 million per year for five years)  
• Establishes high-priority Research and Extension initiatives: coffee plant health, corn and soy meal, pulse crop health, and pollinator protection  
• Provides $200 million to establish a new foundation, Foundation for Food and Agriculture Research, to support public-private partnerships in research areas other than those currently funded by USDA  
• Provides $25 million for a Food and Agriculture Service Learning Program to increase knowledge of agriculture |
8.0 Asking the Right Questions

Example Outcomes:

In a follow-up survey three months after directors of child care centers graduate from the Extension Management Academy:

- $60 child care center directors will report they now have more confidence training their employees.
- $50 child care directors will report they now have a business plan and are following a budget for their center.
- $40 centers will improve their environmental scores by at least 5%.
- $75 centers will report that they are now sending at least bi-weekly newsletters to parents.

Evaluation Plan:

All child care center directors will be take a pre-test questionnaire as they begin the program and then a post-test questionnaire three months after the conclusion of the program.

Pre and Post-Test Scale:

<table>
<thead>
<tr>
<th>Don’t Know/ UNSURE</th>
<th>Definitely NO</th>
<th>Probably NO</th>
<th>Probably YES</th>
<th>Definitely YES</th>
</tr>
</thead>
</table>

Example Questions:

Let’s look at survey questions to help determine if the outcomes were achieved.

Poor: I train new employees.
Problem: Too vague.
Better: I feel confident training new employees.

Poor: I am a good business manager.
Problem: Too vague. Qualify good.
Better: I now have a business plan for my child care center.
Better: I now have a budget for my child care center.

Poor: I know more about environmental scores.
Problem: Ask a question that shows action and achievement.
Better: My child care center’s environmental scores improved at least five points this year.
Better: Will you please circle the letter to tell us how your environmental scores changed this year?
   A. decreased
   B. no change
   B. increased less than 5 points
   C. increased 6-10 points
   D. increased 11 points or more
Poor: I develop good relations with parents.
Problem: “Good relations” could mean a great number of things.
Better: I hold at least monthly meetings with parents.
Better: I send a weekly newsletter to parents.

Example Questionnaire:

Child Care Directors Management Academy
Please answer these questions to help us improve our program:

<table>
<thead>
<tr>
<th></th>
<th>Don’t Know/ UNSURE</th>
<th>Definitely NO</th>
<th>Probably NO</th>
<th>Probably YES</th>
<th>Definitely YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel confident training new employees.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. I now have a business plan for my child care center.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. I now have a budget for my child care center.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. My child care center’s environmental scores improved at least five points this year.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. I hold at least monthly meetings with parents.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. I send a weekly newsletter to parents.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Example for Understanding Barriers to Change
1. In your opinion, why do more child care center directors not have a business plan, including a budget?

2. What could be done here in Example County to make it easier for child care center directors to have a business plan and budget?
Another Example for Understanding Barriers to Change

This year Extension has focused on your needs as a Child Care Center Director. The objective of our program was to help you develop skills in your management role. Our training focused on budgets, parent communication, business plans, employee training and environmental issues.

Some people have had time to make changes, or did not need to make changes. Others have not made changes since the program ended. If you have not made changes, please indicate the most important reasons by checking one or more boxes below:

- Not interested in doing anything
- Program did not motivate me to get started
- Have not had enough time to get started
- Have not had the money to purchase the supplies needed to do the job
- Found the directions confusing
- Am not a “business” person and cannot do those tasks without help
- Don’t believe the changes have any effect

Other reason (please list: ______________________________________)

Thank You!

However…Don’t Forget Other Methods

This example uses a questionnaire for program evaluation. Observation and focus group interviews are two methods that could be well-suited to this program. Observation works best when you have some sort of checklist or scorecard. You do not have to complete it in front of your clients, instead, you can remember what you observed and complete it in your vehicle. You do not have to be the one who completes the observation because trained volunteers could be observers. It is best not to have too many things to observe at any one time. A focus group interview would involve no more than eight questions and five to seven randomly selected participants. You would ask open-ended questions plus follow-up questions, such as “Have your management skills changed or remained the same since our program ended? Do any examples come to mind?”
## 9.0 Response Scales

### 9.1 Measuring Behavior or Practice Change

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Not Sure/Don’t Know</th>
<th>Usually</th>
<th>Always</th>
<th>Don’t Know</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Almost Never</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly Ever</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Very Often</td>
<td>None at all</td>
<td>A little</td>
<td>A lot</td>
<td>A great deal</td>
<td>Never</td>
<td>Rarely</td>
<td>Occasionally</td>
<td>Regularly</td>
<td>Don’t Know</td>
</tr>
<tr>
<td>Never</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Usually</td>
<td>Always</td>
<td>Almost Never</td>
<td>Occasionally</td>
<td>Sometimes</td>
<td>Often</td>
<td>Don’t Know</td>
<td>0=Never</td>
<td>1-2 = Once or Twice</td>
<td>3-5 = 3-5 times</td>
<td>6+ = 6 or More Times</td>
</tr>
</tbody>
</table>

Aspirations to change can be measured with this scale:

- “Do you expect to…”
  - Definitely No
  - Probably No
  - Probably Yes
  - Definitely Yes

Aspirations to change can be measured with this scale:

- Very Unlikely
- Unlikely
- Maybe
- Very Likely

### 9.2 Measuring Attitudes or Opinions

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Strongly Oppose</th>
<th>Oppose</th>
<th>Neutral</th>
<th>Favorable</th>
<th>Strongly Favorable</th>
<th>Extremely Unfavorable</th>
<th>Unfavorable</th>
<th>Neutral</th>
<th>Favorable</th>
<th>Extremely Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree a lot</td>
<td>Disagree</td>
<td>Not Sure/Don’t Know</td>
<td>Agree A Little</td>
<td>Agree A Lot</td>
<td>Not Important</td>
<td>Relatively Unimportant</td>
<td>Moderately Important</td>
<td>Highly Important</td>
<td>Don’t Know/Unsure</td>
<td>Not a Problem</td>
<td>Somewhat of a problem</td>
<td>A Moderate Problem</td>
<td>Serious Problem</td>
<td>Never Thought About It</td>
</tr>
</tbody>
</table>
9.3 Measuring Skill Improvements

<table>
<thead>
<tr>
<th>I Cannot Do It</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Need a lot of Help</td>
<td>Needs Some Work</td>
</tr>
<tr>
<td>Maybe/Don’t Know</td>
<td>OK</td>
</tr>
<tr>
<td>I Need A Little Help</td>
<td>Good</td>
</tr>
<tr>
<td>I Can Do It Myself</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

9.4 Example for Measuring Behavior or Practice Changes

Here are some statements about your diet since the *Eat Right Cooking School*. Please check the one answer for each statement that comes closest to what you really do.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Seldom or Never</th>
<th>1-2 Times Weekly</th>
<th>3-5 Times Weekly</th>
<th>6 plus Times Weekly</th>
<th>I Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prepare green leafy vegetables for my family.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. I eat 5 or more servings of fruits and vegetables each day.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. I plan meals in advance.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. I shop with a list.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. I eat lots of potato chips.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. I buy food from vending machines.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. I eat cakes and other sweets.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. I make the broccoli casserole recipe from Cooking School.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
9.5 Example for Measuring Opinions

The Example County Commission and the Example County Mayor have asked us to conduct a random survey about reducing bad odors and saving jobs on poultry farms. I would like to ask you five questions and this interview only take about 4 minutes. Your answers are completely confidential. Is that OK? Will you participate in this confidential survey?

Many people have many different opinions about the need to reduce bad odors in the air and how these plans might affect the poultry industry in Example County. What is true for you? Please indicate how much you agree or disagree with the following statements by using this scale:

- SD – Strongly Disagree
- MD – Mildly Disagree
- U – Undecided or Unsure
- MA - Mildly Agree
- SA - Strongly Agree

Statements

1. It is very important that we have laws to reduce bad odors in the air, regardless of how the poultry farmers are affected.

2. Saving jobs on the poultry farms is just as important as getting rid of bad odors.

3. It is more important to protect jobs on poultry farms than to reduce odors in the air.

4. Poultry farmers who lost their jobs because of laws meant to reduce odors should be trained at other jobs at the taxpayer’s expense.

5. The Example County Commission should reach a compromise so that people downwind have reduced bad odors and jobs on the poultry farms survive.

Please circle one answer for each statement.
9.6 Example for Measuring Skills

Are you able to use the following watering systems for fresh flowers? Please check one box for each watering system.

<table>
<thead>
<tr>
<th>I can use the following watering systems…</th>
<th>I Cannot Do It</th>
<th>I Need a lot of Help</th>
<th>Maybe I Need a Little Help</th>
<th>I Can Do It Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perimeter</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Dew-hose®</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Ooze-Header®</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Turbulent Twin-Wall® Hose</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Tube</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
10.0 Survey Examples

10.1 Heritage Skills

Think about your experiences with the Cannon County Quilt Top In A Day Program. Please answer the following questions to help us improve our programs.

As a result of your participation in this program:

1. How many quilts have you made?
   
   Number of QUILTS MADE ________

2. If you have sold any of these quilts, will you please tell us how many were sold?

   Number of QUILTS SOLD ________

3. If you have bought any sewing equipment since this program, will you please tell us the dollar value of the equipment?

   Dollar Value of SEWING EQUIPMENT $ ________

4. Please include any additional comments that would help us understand this program’s value to you and/or to Cannon County:

   Thank You!

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10.2 In-School 4-H Clubs

Your opinions are important in evaluating Cheatham County’s in-school 4-H program. For each aspect of the 2005-2006 4-H program, please circle the number that shows your opinion. The scale ranges from 1 to 9, and a rating of 1 would indicate your extreme unfavorable opinion and a rating of 9 would indicate your extreme favorable opinion.

<table>
<thead>
<tr>
<th>OCTOBER-NOVEMBER</th>
<th>UNFAVORABLE</th>
<th>NEUTRAL</th>
<th>FAVORABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrollment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. 4-H Yearbooks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Officer Elections</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JANUARY-FEBRUARY</th>
<th>UNFAVORABLE</th>
<th>NEUTRAL</th>
<th>FAVORABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARCH-APRIL</th>
<th>UNFAVORABLE</th>
<th>NEUTRAL</th>
<th>FAVORABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

11. What was the BEST PART of the 4-H program this year?

12. What is your ONE MOST IMPORTANT suggestion for IMPROVING 4-H?
13. What are the three most important needs of youth in our county?

- Overweight/Obesity
- Gardening
- Achieving Goals
- Livestock Projects
- Decision Making
- Small Farm Animals
- Field Crops
- Youth Leadership/Governance
- Workforce Prep/Career Dev.
- Communications

14. How many years have you worked with 4-H?

- THIS IS MY FIRST – THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!
- 2-6 YEARS
- 7-11 YEARS
- 12-16 YEARS
- 17-21 YEARS
- 22 OR MORE YEARS

15. If you have worked with 4-H two or more years, how would you rate this year compared to the others you have experienced?

- THE BEST
- BETTER THAN MOST
- ABOUT THE SAME
- WORSE THAN MOST
- THE WORST
Think about your experiences with County Forestry Associations. Please answer the following questions to help us improve our programs.

As a result of your participation in a county forestry association:

1. How many acres of your forestland are now under sustainable management?
   
   _______ ACRES

2. Have you had a professional forester develop a forest management plan?
   
   ☐ YES
   ☐ NO

3. Has the water quality improved by the use of best management practices?
   
   ☐ YES
   ☐ NO

4. Have you marketed timber using the assistance of a professional forester?
   
   ☐ YES
   ☐ NO

5. If YES, please estimate the net increase in revenue of your timber sale(s) because of the use of a professional forester:
   
   $_______
10.4 Achieving Goals/Communicating 4-H Programs

**Henry County 4-H Program**

Think about your experiences. For each sentence, please place an "X" in the box to show the answer that fits best.

<table>
<thead>
<tr>
<th>Because of my 4-H experiences...</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I break goals down into steps so I can check my progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) I work to achieve my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) I set high goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) When setting a goal, I look at the steps needed to achieve it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) I know where I want to end up and plan how to get there.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Because of my 4-H experiences...</th>
<th>Definitely False</th>
<th>Probably False</th>
<th>Not Sure</th>
<th>Probably True</th>
<th>Definitely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>6) I can understand and follow directions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) I can express ideas with a poster, exhibit or other display.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) I can share my ideas through writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) I can use technology to help me express ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) I can name at least five jobs in which communication skills are important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THANK YOU!**

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## Healthy Steps - Jackson County

Think about your experiences. For each sentence, please place an “X” in the box to show the answer that fits best.

<table>
<thead>
<tr>
<th>Because of this program...</th>
<th>Hardly Ever</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) children in my class are more actively engaged in physical activity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2) children in my class are more willing to taste fruit.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3) children in my class are more willing to taste vegetables.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4) children in my class are more willing to taste whole-grain foods.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5) I use the physical activities from Healthy Steps at least three times a week</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## THANK YOU!

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10.6 Forages

Think about your experiences with this program. For each sentence, please place an “X” in the box to show which answer fits best, and if yes, please tell us how many acres.

<table>
<thead>
<tr>
<th>“Because of this program…”</th>
<th>No</th>
<th>Yes</th>
<th>If yes, how many acres?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I use herbicides in my weed control program.</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>2. I use clover in my forages.</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>3. I stockpile tall fescue.</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>4. I use warm-season grasses (bermudagrass, pearl millet, etc.).</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

5. Total acres in forages:
   ____ acres

Thank You!
10.7 Master Gardener Program

Part I (For Interns or newly trained Master Gardeners)

Think about your experiences with the Master Gardener program. For each sentence, please place an “X” in the box to show what answer fits best.

<table>
<thead>
<tr>
<th>“Because of the Master Gardener program...”</th>
<th>None at all</th>
<th>A Little</th>
<th>A Lot</th>
<th>A Great Deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can identify pests and the damage they cause.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>2. I understand the steps for completing an IPM program.</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>3. I understand the differences in plants and how to use them.</td>
<td>☒</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. I can identify symptoms of diseases.</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. I understand the basic principles of soil science.</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>6. I understand the difference in turf types and how to manage them.</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>

Part II (For Certified or experienced Master Gardeners)

Think about your experiences with the Master Gardener program. For each topic below, please place an “X” in any boxes that reflect your experiences.

<table>
<thead>
<tr>
<th>I have done this myself.</th>
<th>I have helped others do this.</th>
<th>If yes, how many other people have you helped?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify pests and their damage</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Control pests through IPM.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Make plant selection decisions in the landscape.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>4. Identify symptoms of diseases.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Improve soil through results of soil test.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Make turf selection or management decisions.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
10.8 Beef

Think about your experiences with this program. For each sentence, please place an “X” in the box to show which answer fits best, and if yes, please tell us how many.

<table>
<thead>
<tr>
<th>“Because of this program…”</th>
<th>No</th>
<th>Yes</th>
<th>If yes, how many this past year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have produced calves according to BQA guidelines.</td>
<td>☐</td>
<td>☐</td>
<td>____ calves</td>
</tr>
<tr>
<td>2. I have produced calves using bulls with greater genetic potential.</td>
<td>☐</td>
<td>☐</td>
<td>____ calves</td>
</tr>
<tr>
<td>3. I have sold calves using alliances, specialized markets or other improved marketing methods.</td>
<td>☐</td>
<td>☐</td>
<td>____ calves</td>
</tr>
<tr>
<td>4. I feed round bales of hay in a hay feeder.</td>
<td>☐</td>
<td>☐</td>
<td>____ bales</td>
</tr>
<tr>
<td>5. I store large, round bales under some type of cover.</td>
<td>☐</td>
<td>☐</td>
<td>____ bales</td>
</tr>
</tbody>
</table>

Thank You!

Program Planning, Evaluation & Accountability

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10.9 Horse Health Survey

West Nile Virus (WNV) and Eastern Equine Encephalitis (EEE) Program

Some people gain lots of new ideas from this horse health program. Others do not. What is true for you? Please mark the boxes to show your answers:

<table>
<thead>
<tr>
<th></th>
<th>Learned in this Program</th>
<th>Already Knew</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tennessee has had less than 20 horses infected with WNV.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2.</td>
<td>Most cases are found in late August and September.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.</td>
<td>Human infections of WNV have been reported in Tennessee.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.</td>
<td>About 30% of infected Tennessee horses have died.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.</td>
<td>All regions of Tennessee are at-risk for WNV.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6.</td>
<td>Less than 10 humans have been infected in Tennessee with WNV.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7.</td>
<td>WNV is spread by mosquitoes.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8.</td>
<td>One way to protect myself is to use an insect spray that contains DEET.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9.</td>
<td>About half of Tennessee counties have at least one dead bird infected with WNV.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10.</td>
<td>EEE causes inflammation to the brain like WNV.</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
11. EEE and WNV are both transmitted by mosquitos biting infected wild birds. □ □ □

12. About 90% of horses with EEE die. □ □ □

13. As long as mosquitoes are active, vaccinate horses for EEE and WNV. □ □ □

14. You cannot get any of these diseases from your horse. □ □ □

15. How these diseases are transmitted. □ □ □

16. Symptoms of WNV and EEE in horses. □ □ □

If you have any comments about this program, please write them here:

Thank you!
Dyer County Crop Production Update Meeting
Dyer County Complex Auditorium

Evaluation Form

Your responses will be helpful in evaluating this Production Update Meeting and improving future programs. Please read and respond to all items. Thank you for your help with this evaluation!

For each item listed below, place an (X) in the column that best reflects your feelings, thoughts or actions.

<table>
<thead>
<tr>
<th>How often do you change (or not change) the following production practices based on information from UT Extension?</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crop Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disease Control</td>
<td></td>
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<tr>
<td>Fertility Program</td>
<td></td>
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<tr>
<td>Insect Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tillage Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety Selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weed Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Because of my participation in this program I have a better understanding of.....</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA (Tanner)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BWEP (Lowery)</td>
<td></td>
<td></td>
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<tr>
<td>IPM (Miles)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Farm Management (Danehower)</td>
<td></td>
<td></td>
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<tr>
<td>Managing Stress (Bell)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Cotton Production (Main)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Weed Control (Steckel)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Soybean/Corn (Thompson)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Insect Control (Stewart)</td>
<td></td>
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<tr>
<td>Crop Diseases (Newman)</td>
<td></td>
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<tr>
<td>CST Variety (Williams)</td>
<td></td>
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<tr>
<td>County Demonstrations (Campbell)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Based on information given about County Standardized Variety Tests at meetings like this ..... 

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you utilize UT Standardized Variety Test summaries in making variety selections?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it important to you that UT Extension continue to develop CST data summaries for your future use in selecting varieties?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you be willing to volunteer to have a variety demonstration plot on your farm?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please place an (X) in the appropriate column in response to each of the following items:

<table>
<thead>
<tr>
<th>Dyer County Extension Service should offer the following programs in the future for commercial row crop production:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Farm Recordkeeping (Spreadsheet)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Crop Marketing</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Crop Scouting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Crop Yield Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Disease Control</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fertility Management</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Insect Control</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Irrigation Crop Basics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irrigation Scheduling</td>
<td></td>
<td></td>
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<tr>
<td>Precision Ag Farm Applications</td>
<td></td>
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<tr>
<td>Sensor/Image Based Crop Management</td>
<td></td>
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</tr>
<tr>
<td>Tillage Practices</td>
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<tr>
<td>Variable Rate Fertilization</td>
<td></td>
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<tr>
<td>Variable Rate Liming</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Variety Selection</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weed Control</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yield &amp; Soil Mapping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Program Planning, Evaluation & Accountability**

<table>
<thead>
<tr>
<th>Because of my participation in this program.....</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the information presented to be useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I feel like I have increased my knowledge about commercial row crop production practices.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I found the program presentations to be very high quality in nature.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I plan to utilize this information and adopt or make changes in my production practices for the 2008 row crop season.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL COMMENTS/SUGGESTIONS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank You!
Dyer County Crop Production Update Meeting January 18, 2008
Dyer County Complex Auditorium

Attendance Form

Your response will help us to update our mailing lists:

Name: _____________________________________________________________________________

Address: _______________________________________ City: ________________ Zip _________

Phone: Home __________________________________ Cell _________________________________

E-Mail Address: ______________________________________________________________________

Would you be willing to volunteer to have a variety demonstration plot on your farm?

___YES
___NO
___NOT THIS YEAR
10.11 Agricultural Market Outlook

Please tell us how this *Agricultural Market Outlook* may or may not be useful to you. Your opinions are important. Your answers help us to improve our programs.

Was this *Agricultural Market Outlook* useful to you for the following:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Very Useful</th>
<th>Somewhat Useful</th>
<th>Moderately Useful</th>
<th>Very Useful</th>
<th>Not Really Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Macroeconomic outlook/concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Market and price outlook for corn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Market and price outlook for feed grains</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Market and price outlook for soybeans</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Cotton market outlook</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. Analyzing commodity markets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Global and trade developments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Informa Economics producer services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cotton - group discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Corn/Soybeans - group discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Beef cattle - group discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Sponsors’ exhibits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Please list any topics that would be useful for you in future Agricultural Market Outlooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. How do you prefer to learn about the agricultural market outlook?

*Please check all that apply:*

- Extension Newsletter  
- Extension Lunch Meeting  
- Extension Dinner Meeting  
- Newspaper  
- Radio  
- Farm Magazines  
- Other Dairy Producers  
- Email Newsletter  
- Website  
- Farm Organization-Sponsored Events  
- Agricultural Market Outlook  
- Industry or Associated-Sponsored Field Days  
- Other (Please specify: ____________________________________________)

15. How would you describe yourself?

*Please check all that apply:*

- Agency  
- Agribusiness  
- Producer

Thank You!
10.12 General Evaluation Survey

Please give us your feedback regarding this Extension activity. Your feedback will help us improve the activities you attend in the future.

**Name of Activity:**

**Date of Activity:**

<table>
<thead>
<tr>
<th><strong>A. Introduction</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Instructor’s Name]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The instructor was well prepared for class.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. The instructor presented the subject matter clearly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

| **Instructor’s Name** |                   |          |                   |                |       |                |
| 1. The instructor was well prepared for class. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. The instructor presented the subject matter clearly. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| [Instructor’s Name] |                   |          |                   |                |       |                |
| 1. The instructor was well prepared for class. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. The instructor presented the subject matter clearly. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

<table>
<thead>
<tr>
<th><strong>B. General Learning and Change</strong></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a deeper understanding of the subject matter as a result of this session.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I have situations in which I can use what I have learned in this session.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. I will change my practices based on what I learned from this session.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### C. Specific Learning

<table>
<thead>
<tr>
<th>How much did you / do you know about these subjects?</th>
<th>Before this program I knew...</th>
<th>Now I know....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very little</td>
<td>Little</td>
</tr>
<tr>
<td>1. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. [Topic…]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. Specific Practices

<table>
<thead>
<tr>
<th>To what degree did you / will you do the following?</th>
<th>Before this program I did...</th>
<th>In the future I will realistically do.....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very little</td>
<td>Little</td>
</tr>
<tr>
<td>1. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. [Topic…]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. [Topic…]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Satisfaction with Activity

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would recommend this program to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I was satisfied with this program’s physical environment. (comfort, visibility, audibility, lack of distractions, closeness)</td>
<td></td>
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</tr>
<tr>
<td>3. This program was worth its cost to me.</td>
<td></td>
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</tr>
<tr>
<td>4. Registration for this program was easy for me.</td>
<td></td>
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</tr>
<tr>
<td>5. Location of this program was convenient for me.</td>
<td></td>
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</tr>
<tr>
<td>6. Meeting date(s) for this program was convenient for me.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Length of program meeting(s) worked well for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. The program covered the content it stated it would.

F. Which of the following best describes the primary reason you attended this activity? (choose one only)

- To find answers to particular questions/problems.
- To satisfy organizational requirements or regulations.
- To learn more about the subject area in general.

Your Gender

- Male
- Female

Your Age

- Under 18 years
- 18 years or over

Your Race/Ethnicity

- White
- Asian/Pacific Islander
- Hispanic
- Black/African American
- Native American
- Other

G. What was the most important thing you learned at this activity?

H. What would you recommend for this activity in the future?


Thank you for completing this survey!
11.0 Annual Impact Statements

Please note that links to commercial sites are provided for information and convenience only. Inclusion of sites does not imply University of Tennessee approval of their product or service to the exclusion of others that may be similar, nor does it guarantee or warrant the standards of services.

11.1 What is it?

The Annual Impact Statement is the document that describes the impacts to Tennesseans that resulted from our Extension programs. Our impact statements are used to compile the Tennessee Extension and Research Annual Accomplishment Report, reviewed by the United States Department of Agriculture’s National Institute of Food and Agriculture (USDA-NIFA). The report satisfies the reporting requirements in the Smith-Lever Act of 1914, as amended, Hatch Act of 1887, Government Performance and Results Act of 1993, and the Agricultural Research, Extension, and Education Reform Act of 1998.

Because this report justifies Tennessee Extension funding on the federal level, USDA-NIFA analysts especially examine how our programs enhance the economy, environment and quality of life. Besides Federal reporting, the impact statement has other uses such as informing state and local stakeholders and improving our programs.

Impact statements are critical to communicating with various stakeholders. UT Extension impact statements contribute to state reports under the Tennessee Governmental Accountability Act of 2002.

11.2 How many do you write?

Please write one impact statement report for each of your planned programs or topics. If you made an effort this year to gain stakeholder input, please write a separate, brief impact statement to describe the stakeholders and their input.

11.3 What do you write?

An impact statement is a brief summary of the outcome of your Extension program. Outcomes should be:

- Improvements in knowledge, attitudes, skills, and/or aspirations (KASA).
- Positive changes in practices or behavior.
- Improvements in social, economic, and/or environmental conditions (SEEC).

The impact statement answers three important questions:

- “Who cares about this issue?”
- “What was the Extension and/or Research response to this issue?”
- “So what was the result of this response?”
Impact statements should show improvements to the quality of life in these ways:

- Economic value or efficiency.
- Environmental quality.
- Social well-being.
- Health and well-being.

11.4 How do you write a great impact statement?

Tips for great impact statements:

- Be brief!
- Include numbers of participants and numbers that show a change in their quality of life.
- The longest part should be the impact.
- Focus on the outcomes (impact), not the activities (what has been done).
- Check spelling and grammar.

11.5 What is the impact statement format?

The reports should follow the format below, using the bold section headers on the left:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>The title of your program should be short and descriptive. If using the state activity report data, please use “Tennessee” in the title.</td>
</tr>
<tr>
<td>Issue:</td>
<td>Describe the issue in a few sentences: Who cares and why?</td>
</tr>
<tr>
<td>What has been done:</td>
<td>Describe in a few sentences what has been done: What was the Extension response to the issue?</td>
</tr>
<tr>
<td>Impact:</td>
<td>Describe the impact: So what?</td>
</tr>
<tr>
<td>Funding Sources:</td>
<td>Identify the funding sources: Smith-Lever Funds, TNCEP Grant, Other Grants, Contracts, etc.</td>
</tr>
<tr>
<td>Contact:</td>
<td>Your name, title, address, phone, fax, and e-mail.</td>
</tr>
</tbody>
</table>
11.6 What are the most common pitfalls?

The single most common pitfall to an effective impact statement is poor timing or writing about a
program when no end-results have been achieved. This is discussed in section 3.2. Other common
pitfalls include:

- Too long, and too many details.
- Listing activities only with no attention to results.
- Including too much program planning information, such as a lists of curricula used and lists of
  objectives.

11.7 What is the preferred writing style?

The preferred writing style for an impact statement is conversational. This writing style has been
described as direct, lively and easy to understand (Carey, 1998). Simply, write the way you talk to the
general public or your friends. Here are some considerations for conversational writing:

- Use short, easy words. The word “use” is preferable to “utilize”.
- Vary sentence length to hold interest.
- Use short paragraphs that contain, on average, one to five sentences.
- Minimize affixes. Prefixes are syllables at the beginning of a root word and suffixes are
  syllables at the end of a root word. Together, prefixes and suffixes are called affixes. The word
  “valuable” is preferable to “invaluable”.
- Use active instead of passive voice. Instead of “The grant application was approved by the
  Livestock Association” use “The Livestock Association approved the grant application.”

11.8 What about the federal priorities?

Impact statements representing all base programs and departments are useful. For the Annual
Accomplishment Report, impact statements are especially useful in the USDA-NIFA priorities. USDA-
NIFA has identified five priorities to “help focus NIFA and other USDA science funds on solving
specific problems demonstrating results.” The following descriptions are re-printed from NIFA.

- **Childhood Obesity** – NIFA supports research to identify effective measures that guide
  individuals and families to make informed, science-based decisions that will reduce child obesity
  and improve health.
- **Climate Change** – NIFA supports projects that generate knowledge to develop an agriculture
  system that contains high productivity in the face of climate changes and reduce greenhouse gas
  emissions. This will help producers to plan and make decisions in adapting to changing
  environments, sustaining economic vitality, and taking advantage of emerging economic
  opportunities offered by climate change mitigation technologies.
- **Food Safety** – NIFA supports research that results to reduce the incidence of food-borne illnesses
  and provides a safer food supply by: eliminating causes of microbial contamination and
  antimicrobial resistance; educating consumer and food safety professionals; and developing food
  processing technologies to improve food safety.
• **Global Food Security and Hunger** – NIFA supports research, education and extension that will boost U.S. agricultural production and improve global capacity to meet the growing food demand. NIFA also fosters innovation in fighting hunger by addressing food security for vulnerable populations.

• **Sustainable Energy** – NIFA contributes to the President’s goal of energy independence by supporting science to develop biomass used for biofuels, design optimum forest products and crops for bio-energy production, and produce value-added bio-based industrial products.

11.9 What about Stakeholder input?

Our State Annual Accomplishment Report includes a required section for describing how stakeholder input was sought and used during the past year. If you made any effort during the past year to obtain input from stakeholders to improve Extension initiatives, this information is needed to complete our State Annual Accomplishment Report. Reportable examples include: a listening session, survey, or focus group with stakeholders.

Be brief! Describe this input in three to five sentences in a separate Impact Statement.

- What was the design of the stakeholder input? Was it an organized group? One-time focus group? Survey? Other?
- How many people were involved?
- How did you identify the stakeholders? Were they farmers, homeowners, industry leaders, professionals or others? Did any stakeholders represent under-served audiences?
- How were the results of the stakeholder input used in planning, implementing, or evaluating Extension programs?

*Example of Tennessee Extension Stakeholder Input*

**TITLE:** Stakeholder Input for Extension Programs

**WHAT HAS BEEN DONE:** The Department of Example conducted a survey with eight Tennessee Public School Food Service Managers to determine their needs for food safety education. One-half of the managers are in high-poverty counties and 25% of the participants represented a minority group. The surveys showed that managers benefit greatly from Extension food safety programs and that they need high-quality posters to display in their facility to instruct newly-hired food service workers. The survey also showed that the managers were most concerned about the sodium content of processed foods. The Department of Example is now planning to create the posters during the next year. The Department will focus additional research on ways to reduce the sodium content of processed foods.
12.0 Impact Statement Examples

Example impact statements from Tennessee personnel are included in this packet. These example impact statements are being shared so that you will:

- Investigate some “excellent measured” impacts.
- Format your impact statements correctly.
- Improve your skills in program evaluation.

Please use these examples as they are intended. These statements are NOT meant to show model program planning, model needs assessment, model research, model educational programs, or model program implementation. The examples are from:

- Denise J. Brandon, 2009
- Janie Burney, 2010
- Michael J. Buschermohle, 2010
- Amy Fulcher, 2010
- Amy Ladd, 2010
- Daniel Sarver, 2010
- Dena Wise, 2009
TITLE: Parenting Apart: Effective Co-Parenting in Tennessee

ISSUE: Based on the latest data available, Tennessee ranks 7th in divorce rate among 45 reporting states (Division of Vital Statistics, National Center for Health Statistics, 2008). Tennessee’s rate of 4.9 is higher than the U.S. rate of 3.6 divorces per 1000 population. On average, children whose parents divorce have higher rates of emotional problems, academic problems, and engage in higher risk behaviors than do children who remain in two-parent biological families.

WHAT HAS BEEN DONE: Agents in 53 counties reported 3157 contacts through group meetings, 1226 contacts through client visits or on-site-visits, and 2180 contacts through direct mail or telephone. In addition, agents have produced 24 exhibits and 58 newspaper articles.

IMPACT: Of the 2257 participants –
- 2089 (93%) of respondents improved knowledge of how divorce impacts children by age/stage of development.
- 2086 (92%) of respondents learned effective communication techniques.
- 1950 (86%) of respondents plan to decrease exposure of their children to parental conflict.
- 2052 (91%) of respondents report understanding the importance of working together for the sakes of their children.

An independent evaluation of Parenting Apart: Effective Co-Parenting was conducted by a graduate student at the University of Tennessee utilizing data from 19 counties. Using a retrospective post-then-pre design, 139 participants reported their knowledge gain in two areas: (a) the impacts of divorce and of putting children in the middle of conflict, and (b) strategies to reduce conflict with one’s former spouse.

FUNDING: Smith-Lever Funds; User fees

CONTACT: Denise J. Brandon, Associate Professor, 119 Morgan Hall, 2621 Morgan Circle, Knoxville, TN 37996-4501, phone: 865-974-8179, fax: 865-974-3234, email: dbrandon@utk.edu
TITLES: Healthy Steps

ISSUE: Too many young children are gaining unhealthy amounts of weight leading to chronic disease at increasingly younger ages.

WHAT HAS BEEN DONE: Healthy Steps, a nutrition and physical activity curriculum was implemented in 22 Tennessee counties in 2010. 7,135 direct contacts were made in Voluntary Pre-K, Head Start and center-based classrooms; 43,742 indirect contacts were made through exhibits, newspaper articles, publications and television. Approximately 958 contact hours were recorded by teachers and volunteers working with Healthy Steps.

IMPACT: 459 teachers completed surveys at the end of the program to document outcomes.

- 434 of 459 (94%) of teachers surveyed reported preschool children in their classes were more actively engaged in physical activity.
- 478 of 492 (97%) of teachers reported preschool children in their classes were more willing to taste fruit.
- 461 of 492 (94%) of teachers reported preschool children in their classes were more willing to taste vegetables.
- 431 of 442 (98%) of teachers reported preschool children in their classes were more willing to taste whole-grain foods.
- 307 of 373 (82%) of teachers reported using physical activities from Healthy Steps at least three times per week.

FUNDING: Smith-Lever, State funds

CONTACT: Janie Burney, Professor, Family and Consumer Sciences, 119 Morgan Hall, Knoxville, TN 37996, 865-974-7402, FAX: 865-974-3234, email: jburney@utk.edu.
TITLE: Adopting Precision Agricultural Technologies in Tennessee

ISSUE: Precision agriculture technologies offer Tennessee producers various data management opportunities to analyze current production systems. Due to the rising cost of fertilizers, chemicals, seed, fuel and labor, Tennessee producers are adopting precision agriculture technologies to increase production, reduce input costs, and manage farmland more efficiently.

WHAT HAS BEEN DONE: An integrated, multi-disciplinary research, education, and outreach program has been established to develop and disseminate information about precision agriculture management strategies that are profitable and practical for Tennessee producers. Field days, county and multi-county meetings, on-farm demonstrations, news articles, publications, personal contacts and information gained from applied research projects were used to promote the adoption of precision agriculture technologies.

IMPACT: UT Extension's educational effort to promote the adoption of precision agriculture technologies resulted in 575,479 acres planted and managed using precision agriculture technologies such as variable rate applications of fertilizer and lime, plant growth regulators, defoliants, and/or pesticides.

FUNDING: Smith-Lever, Cotton Inc.

CONTACT: Michael J. Buschermohle, Professor, University of Tennessee, Biosystems Engineering and Soil Science, 301 Agricultural Engineering Building, Knoxville, TN 37996-4531; phone: (865) 974-7266; fax: (865) 974-4514; email: mbuscher@utk.edu
12.4 Fulcher

TITLE: Tennessee’s Commercial Ornamental Horticulture Program

ISSUE: Challenges facing the commercial horticulture industry include marketing, integrated pest management, sustainable cultural practices, environmental and human health risks, invasive species, regulations, and profitability.

WHAT HAS BEEN DONE: Extension agents and area Extension specialists conducted commercial nursery and landscape educational programs reaching over 104,500 direct contacts during 2010. Best production and landscape management practices were taught at approximately 175 group meetings and over 400 on-site visits. Over 50 newspaper articles supported the direct contacts.

IMPACT: The total economic impact of Extension's commercial ornamental and landscape horticulture programming was estimated at $240,000 in increased savings, increased income, and one-time capital purchases (Donaldson 2009).

- 903 professionals increased their knowledge of green industry services and marketing practices, and 516 added additional services and/or marketing practices.
- 1405 professionals increased their knowledge of plant culture (e.g. fertilization, soil mixing and/or sampling, propagation, irrigation, transplanting and installation).
- 1689 professionals increased their knowledge of plant pests and pest control measures.
- 716 professionals practiced proper plant selection and installation practices.
- 774 professionals implemented recommended management practices for pest control.

FUNDING: Smith-Lever

CONTACT: Amy Fulcher, UT Department of Plant Sciences, 252 Ellington Plant Sciences Building, 2431 Johnson Dr., Knoxville, TN 37996; phone: 865-974-7152; fax: 865-974-1947; email: afulcher@utk.edu
TITLE: Tennessee GROW-10

ISSUE: GROW-10 targets a 10-county area in southwestern middle Tennessee with high unemployment and poverty rates, low median household incomes which have suffered economic effects from severe weather and loss of jobs due to manufacturing plant closures and relocation.

WHAT HAS BEEN DONE: The GROW-10 program utilized a variety of methods to fulfill the program’s goal of delivering educational resources and assistance to farmers and agri-entrepreneurs in 2010. These approaches included development and delivery of 19 educational programs, in addition to a three-day educational bus tour. Thirteen new educational resources and materials were developed and utilized in training, including five educational presentations, three peer-reviewed publications and five instructional fact sheets. One-on-one technical assistance was provided through individual 45 consultations and farm visits.

IMPACT: The GROW-10 program has served 1128 farmers, agri-entrepreneurs, community leaders and Extension agents through technical assistance and educational outreach initiatives. Comments from GROW-10 participants illustrate the program impacts for 2010:

- “I’ve a much more realistic picture of what I can do and this saved me from doing something I need to research first.” (Small Farmer)
- “This was an awesome adventure and so helpful in making this successful [running and opening an operation]” (Entrepreneur)
- “The best educational trip I have ever taken!” (Entrepreneur)
- “Thank you very much. Marketing for us is the biggest challenge. This workshop really helps!” (Entrepreneur)

FUNDING: Smith-Lever; USDA Rural Development; Tennessee Department of Agriculture; and Tennessee Farm Bureau Federation

CONTACT: Amy Ladd, Extension Assistant, Center for Profitable Agriculture, P.O. Box 1819, Spring Hill, TN 37174, Phone: 931-486-2777, Fax: 931-486-0141, E-mail: ladd4@tennessee.edu
TITLE: Energizing Tennessee 4-H

ISSUE: The National Science Foundation’s Science and Engineering Indicators concluded that most Tennessee 4th, 8th, and 12th graders did not demonstrate proficiency in the knowledge and skills taught at their grade level in science.

WHAT HAS BEEN DONE: The purpose of Energizing Tennessee 4-H was to stimulate youth interest in science and build skills in the science process. The program used fun, hands-on activities as a method of delivery; and is a partnership between UT Extension and the Tennessee Department of Economic and Community Development, Office of Energy Policy. In 2010, 40 counties and one 4-H Center conducted the Energizing Tennessee 4-H program with 43,223 contacts during the first six months of 2010.

IMPACT: 13,922 youth were involved in evaluated programs that focused on science, engineering and technology. Intact groups of 4-H youth were randomly selected for post-test only questionnaires. The questionnaires were valid and reliable instruments from the University of Tennessee Program Evaluation Network, an online tool used to measure and evaluate statewide outcomes. This study demonstrated that 10,719 (77%) of youth gained science process skills including collecting data and analyzing results.

FUNDING: Smith-Lever, State funds

CONTACT: Daniel Sarver, Extension Specialist, 4-H Youth Development, 205 Morgan Hall, Knoxville, TN 37996, 865-974-7436, FAX: 865-974-1628, email: dsarver@tennessee.edu
12.7 Wise

TITLE: Tennessee Saves

ISSUE: Because they spend too much and save too little, many Tennesseans will not have enough money to live securely throughout life. Over the next 20 years, the percentage of retirement-age Tennesseans is expected to almost double; however, currently 52% of the U.S. workforce has no private pension coverage and 31% has no savings set aside specifically for retirement. The economic downturn caused additional hardship via rising unemployment as 1 of 10 working Tennesseans lost their jobs; and through shrinking investment value as many workers saw their 401(k) values drop by 30 to 40%.

WHAT HAS BEEN DONE: Tennessee Saves financial education activities are conducted through bankruptcy education, homebuyer education, High School Financial Planning and teacher training, saving education for adults and youth, credit education, employee education and financial education simulations for youth. Counties across Tennessee reported 123,245 direct educational contacts, including 74,149 contacts via group meetings and financial education programs. Of the total educational contacts, approximately 50% were made through youth programs. An additional 4.6 million Tennesseans were reached with the message of the importance of savings and financial responsibility through media and exhibits. UT and state partners conducted Tennessee Saves Days at Legislative Plaza and the Governor proclaimed Tennessee Saves Week.

IMPACT: Follow-up surveys with participants showed that they increased savings or investment by $4.1 million. The participants’ debt reduction totaled $1.1 million. The total economic impact of this program in 2009 was $5.5 million in increased savings, increased investment and reduced debt.

FUNDING: Smith-Lever, private funds

CONTACT: Dena Wise, Extension Specialist, 218 Morgan Hall, Knoxville, TN, 37996-4512, phone 865 974-8198, fax 865 974-5307, email: dkwise@utk.edu
13.0 Using Impacts

The following are examples of how impact statements were used in communicating with different Extension stakeholders.

13.1 Video Impact Reports

Video impact reports may be created with online software, such as Animoto ®. Impact statements may be sent to a stakeholder via email; posted to social networking sites like Twitter and Facebook; copied onto a CD or hard drive for viewing without an Internet connection; and/or displayed on a website. UT Extension examples are posted at: <http://eesd.tennessee.edu> and click on the “Reports and Plans of Work” tab on the left.

13.2 Tennessee 4-H overview

UT System Administration requested a statement regarding the major 2008 accomplishments of 4-H youth development programs. The following statement demonstrates cost-effectiveness.

Investing in Youth
What can you buy for $6.60? How about a brighter future for Tennessee youth? In 2008, Extension 4-H Agents and the volunteers they recruit and manage made 2.1 million direct contacts. Over 400,000 (20%) were made by volunteers. This means that for the $13 million investment of public funds in Extension 4-H youth development programs in 2008, only $6.60 was spent per contact.

This makes 4-H a great investment for Tennessee, but UT Extension has much more than an eye for efficiency. 4-H programs positively impact life skills development as shown by our statewide program evaluation. Results indicate: Over 13,000 have improved their writing skills. Over 12,000 have improved their use of technology. Over 20,000 can deal with their nervousness when giving a speech.

Investing in People
In 2008, volunteer hours contributed to 4-H youth development programs by teens and adults totaled over 61,000 hours. Considering the Independent Sector's value of volunteer time at $17.88 for Tennessee wages makes this a $1.1 million contribution to local communities.

13.3 Integrated Research & Extension Report

This annual report describes multistate and integrated programs conducted with Smith-Lever funds under Sections 105 and 204 of the Agricultural Research, Education and Extension Reform Act (AREERA) of 1998. The following statement from the FY 2010 report was provided by Matthew Devereaux:

CYFAR Strengthening Communities Project
Children raised in environments that do not support their social/emotional and literacy development during their first five years of life are less likely to be “ready for school” and are less likely to graduate high school. UT Extension specialists theorized that involving parents in weekly home visits and weekly parent support groups while also educating the child’s teacher through regular workshops would
increase the likelihood that children would succeed in school. Of the 102 children enrolled in the program, UT Extension screened 45 enrollees for literacy proficiency in August, 2009. The enrollees were two and three year olds. Results showed that 60% of these children are below the proficient level. Similarly, self-reports by parents and teachers show that 28% of enrollees are below the proficient level in their social/emotional development. In May of 2010 we collected data on the 45 enrollees to assess their social/emotional and literacy development over the past “school year”. The percentage of children showing literacy skills below the proficient level decreased from 60% to 50%; similarly social/emotional skills at the “below proficient level” decreased from 72% to 65%. This work was funded by Smith-Lever funds and the U.S. Department of Education.

13.4 Economic Assessment

The UT Extension statewide economic assessment is annually used for multiple purposes, most notably compliance with the Tennessee Governmental Accountability Act of 2002. The following description is one of the highlighted programs in the economic assessment, and the economic values were calculated by Clyde Lane, Jr.

Better Beef Marketing
Feeder cattle buyers prefer to purchase truckload lots of cattle that are similar in age, size, weight, and color, and they are willing to pay premiums to producers who participate in cooperative marketing ventures to assemble cattle to meet their needs. Extension agents and specialists helped beef cattle producers to market feeder cattle through cooperative marketing arrangements, including alliances, graded feeder calf sales, and age and source verification programs. Experts estimate farmers earned an average of $8 per head more by managing cattle according to Extension’s beef quality assurance program and $25 per head by selecting bulls based on genetic potential. As a result of these programs, farmers realized $10.8 million in additional sales revenue.

13.5 Other Uses

Other ideas for using your impact statements:

- Share with your departmental advisory council or alumni group.
- Share with donors and potential donors.
- Share past success with current program participants as appropriate.
- Post to social media.
- Send to UTIA Marketing and Communications for story ideas.
- Share with Extension personnel to create interest in an upcoming inservice.
- Performance appraisal and award applications.
- Share with graduate students who have an interest in researching the program.
- Grant proposals.
14.0 Accountability Reports

14.1 Statewide Economic Assessment

UT Extension extends the knowledge and expertise of the University to the people of Tennessee through agents and specialists in all 95 counties of the state. Educational programs in 4-H youth development, agriculture and natural resources, family and consumer sciences, and resource development produce substantial returns to the state. Using research, questionnaires, observations, and sales records, an economic impact was estimated at more than $484 million from July 1, 2011 through June 30, 2012 for statewide educational programs.

Recurring Economic Impacts – over $270 million – 5,416 jobs created or maintained

Recurring economic values (increased revenue, increased savings, and one-time capital purchases) for up to two years after program.

Crop Variety Trials, Pest Control, and Irrigation
Tennessee farmers produce about 2.55 million acres of oilseed, grain and cotton crops. UT Extension crop variety testing data is used extensively by 80% of these farmers to select the seed that they use to plant their crops. Results from the variety testing program have helped farmers increase yields by identifying the varieties that will perform best in their farming operations. The higher yields have resulted in approximately $170 million in additional income annually to Tennessee farmers. Farmers reported $3.9 million in reduced pest control costs by following Extension recommendations for controlling insects, weeds, or plant diseases. Tennessee farmers increased the number of irrigated acres used for corn, cotton, and soybean production by 42,000 acres. Based on UT research, average yield increases from irrigation resulted in an additional $12.3 million in farm income. Based on an average cost of $500 per acre, Tennessee row crop producers in 2012 invested more than $38 million in their local economy by purchasing center pivot irrigation equipment.

4-H Centers
UT Extension operates three 4-H Centers across the state, providing summer camping and year-round educational experiences. The 4-H Centers are funded by user fees and provide an economic impact to the communities where they are located by employing staff and purchasing equipment, food, and supplies with a local annual impact of more than $2 million per location.

Forage Systems
UT Extension educated farmers on the benefits of warm-season grasses, clover, and stockpiling tall fescue. Extension also demonstrated hay storage and feeding methods to reduce waste and spoilage. A renewed emphasis was placed on broadleaf weed control. Tennessee farmers saved more than $33 million from better forage production, including following fertilizer recommendations, storage, and feeding practices.

Optimizing Beef Production
Tennessee beef producers depend on UT Extension’s expertise and unbiased services to optimize production and enhance profitability. Extension agents and specialists formulated 674 custom rations based on forage sample test results by the UT Soil, Plant, and Pest Center. Past research has shown that each ration results in a mean savings of $1,125 in reduced annual feed costs. Tennessee beef producers realized $759,375 in reduced feed costs.

Optimizing Nursery, Fruit, and Vegetable Production
Tennessee nursery growers depend on UT Extension’s educational programs and plant, pest and soil diagnostic services to produce and market healthy crops. Growers realized more than $2.6 million in increased revenue or savings as a result of Extension recommendations. Tennessee’s commercial fruit and vegetable growers realized more than $493,600 in increased savings and revenue by following advice from Extension agents and specialists regarding variety selection, management, and marketing.
Program Planning, Evaluation & Accountability

Community Leadership
Extension community leadership programs produced an estimated $1.3 million in increased revenue and capital purchases. Examples included assisting local charities to obtain grant funds and providing technical assistance to local organizations in making capital purchases.

Helping Horse Owners
Tennessee horse owners depend on UT Extension’s research-based programs for horse health and nutrition. In 2012, Extension agents and specialists focused educational programs for horse owners on feeding specific nutrient requirements for each class of horse, rotational grazing to increase forage production, vaccinations, dental care, and correct deworming practices. These practices helped 269 horse owners, owning more than 1,000 horses, to save a combined $2.1 million.

One-Time Economic Impacts – over $214 million
One-time non-recurring economic values

Nutrition Education
Family and Consumer Sciences nutrition education programs reach approximately two million annually through group meetings, workshops, television, and radio programs. Nutrition education studies have found cost/benefit ratio of $1.00/$10.64. This translates to a return of over $144 million for the investment in UT Extension’s nutrition education programs for the state of Tennessee.

Health Literacy
Increasing health literacy and adopting healthy habits such as increasing exercise and participating in health screenings have shown to improve health and reduce the risk of many chronic diseases, such as diabetes and high blood pressure. For every dollar spent on UT Family and Consumer Sciences health education programs, $25 is saved on direct medical costs and indirect expenditures, resulting in a $48.4 benefit to Tennessee.

Tennessee Saves
The Family and Consumer Sciences Tennessee Saves program teaches personal savings and financial management. 50% of participants increased their savings or investment, generating an annual estimated savings/investment of $4.4 million. In addition, 33% reduced debt an average of $208 per month, for a total estimated debt reduction of more than $1.1 million annually.

Tennessee 4-H Scholarships
UT Extension’s 4-H program is the largest youth development program in the state, serving more than 320,000 participants each year. Over 90 scholarships totaling $72,500 were awarded for travel and post-secondary education.

Better Beef Marketing
Experts estimate farmers earned an average of $8 per head more by managing cattle according to Extension’s beef quality assurance program and $25 per head by selecting bulls based on genetic potential. As a result of these programs, farmers realized $7.2 million in additional sales revenue.

Farm Financial Planning
UT Extension assisted farmers with preparing and implementing financial plans for their farms, increasing cash income by a combined $1.8 million this year.

Volunteerism
UT Extension agents and specialists managed volunteers for various programs and services. Volunteers extended the education offered by paid staff, and contacted over 800,000 additional Tennesseans through their service. Using the Independent Sector’s dollar value of a volunteer hour in Tennessee ($19.21/hour), the value of these volunteer efforts (358,092 hours served) was $6.8 million.

Cost-Benefit Analysis – $1 to $9.88
For every $1 in public funds invested in UT Extension programs, an estimated $9.88 is returned to the people of Tennessee.

Prepared by Joseph L. Donaldson
14.2 Accountability Report – Van Buren County

We provide education...
that produces solutions to societal, economic and environmental issues. We teach Tennesseans in the places they live, work and play through hundreds of programs. Our efforts are based on local needs, research and a commitment to improve the quality of life.

Programs in Livestock & Forage
In 2009 we focused much of our attention on educational programs in livestock and forages. Thirty producers from five area counties including Van Buren County participated in the very first Master Meat Goat Producer course to be offered in this area. Cumberland Beef Day was held in April by the White/Van Buren Cattlemen’s Association and had over 400 attendees. We also held beef meetings on topics such as weed control, forage and soil testing, mineral feeding, cattle grading, and genetic defects in cattle.

- 81 beef producers have improved knowledge about record keeping.
- 77 beef producers have improved knowledge of economic returns from improved pasture management.
- 23 goat producers have improved knowledge about genetic improvement, nutrition, health, reproduction and other information as a result of the Master Goat Program.
- 19 goat producers report improved production efficiency due to practices implemented from their Master Goat Program participation.

Shaping Up Van Buren County
The lack of nutrition education is a problem statewide but can be especially severe in small rural counties. Many of our families do not eat balanced meals because they do not understand the basics of good nutrition. They also miss opportunities to get out and exercise. Educating and motivating families to live healthier lives is a major goal of the Van Buren County FCS program.
175 of 215 participants decreased consumption of high-sugar foods.
197 of 215 participants now eat more fruits and vegetables.
143 of 215 participants engaged in physical activity for at least 30 minutes five or more days during most weeks.

20 youth learned how to exercise and how to cook healthy meals for their families during Camp Energize.
Over $25,000 in “In Kind Hours” came from volunteers.

Opportunities for Our Youth
4-H in Van Buren County has had some great successes this year thanks to our hard working volunteers, our generous donors, and of course the kids themselves! The 4-H program reached several milestones this year including a record number of youth attending Junior Camp, a record number of youth participate in the Chick Cham project, and new judging teams such as poultry and horse.

• 230 youth can speak loudly enough to be heard when giving a speech or talk.
• 115 youth report that they know how to set goals and they use that ability when leading a group.
• 162 youth who report they now listen to people with more experience than themselves.

On Track with TNCEP
The TNCEP program is also a critical part of our educational efforts. Lessons in the schools, programs and classes at our local Senior Center, meetings with clients at DHS, Commodities, Health Department and more all go into making this program a success. A new program was implemented in the school system called “You Are What You Eat” that received statewide recognition from the Governor’s office. Each of these programs has reached out to our SNAP eligible clientele to try to inform them with new and exciting ways to stay healthy and fit.

• 50 Volunteers helped feed over 200 SNAP eligible family members a healthy Thanksgiving meal with 100% of the food being donated.

Improving Life in Our County
An important area of UT Extension that is often overlooked is Resource Development. The UT Extension office works closely with the Van Buren County Chamber of Commerce to organize and carry out Leadership Van Buren, which is a vital part of our 3-Star program. Leadership Van Buren is a personal development program designed to motivate participants to develop and enhance the quality of their leadership in addressing pertinent community needs. This year, 10 participants went through the program and learned more about their county and how they can get involved in improving it.

Contact Us
Our office is located at 445 College Street inside the Burritt College Building in Spencer, TN. Office hours are 8 a.m. to 4:30 p.m. weekdays. Contact us at 931-946-2435 or at any of the below e-mail addresses.

Chris Hicks, Extension Agent & County Director
Agriculture and Natural Resources & 4-H Youth Development
chhicks@utk.edu

Sunny Rae Moorehead, Extension Agent
Family and Consumer Sciences & 4-H Youth Development
smoorehea@tennessee.edu

Wendy Warner, Program Assistant
TNCEP
wwarner2@tennessee.edu

Sharon Shockley, Administrative Assistant
sshockley@tennessee.edu
14.3 Accountability Report – Sullivan County

UT Extension Sullivan County

Centennial Celebration
2010 marks the 100th anniversary for Extension programs in Tennessee. Our staff is working to promote the celebration by showing how Extension has changed with the times. We continue the proud tradition of meeting the needs of Sullivan County residents where they live, work and play to help them be more productive citizens. Highlights of the Centennial celebration include an exhibit display, a PowerPoint presentation for the County Commissioners, and an Open House Tea scheduled for May 17.

Fighting Obesity and Improving Nutrition
Extension Programs help residents reverse the trend towards obesity that leads to diabetes, high blood pressure and other diseases linked to excess body fat. Program accomplishments included:

- 316 participants walked 61,222 miles in “Walk Across Tennessee”
- 56 people lost weight as a result of our programs.
- “Living Well with Diabetes” and “Lunch and Learn” sessions taught participants to decrease consumption of high-sugar and high-fat foods
- 49 participants learned the difference between emotional eating and eating for “true hunger”

Helping Homeowners
Our programs helped Sullivan County residents save money with improved home landscaping and gardening. Extension programs included Master Gardener classes, fruit tree grafting workshops, and propagation workshops.

- 114 people control pests with integrated pest management practices
- 172 people can identify symptoms of plant disease
- 75 people successfully grafted 1380 trees at a value of $20,400.00
- 110 people used soil testing for improved gardening & lawns
- 3,873 homeowners assisted individually with telephone calls, emails, letters, and office visits

Reaching Sullivan County Residents

<table>
<thead>
<tr>
<th>Method</th>
<th>Number Reached</th>
<th>Contacts Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Meetings</td>
<td>1,301</td>
<td>27,180</td>
</tr>
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<tr>
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<td>1,568</td>
</tr>
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</table>
Making a Difference in Sullivan County

Improving Production
Farmers and horticulture producers learned the latest management practices to solve problems and improve production and marketing:
- 41 beef producers completed training to qualify for TN Ag Enhancement Grants
- 96 acres sprayed for broadleaf weed control
- 31 people studied forage variety research with Appalachian Forage College
- Producers stockpiled 272 acres of tall fescue to reduce feed cost

Strengthening Families and Individuals
Family Consumer Science programs focus on strengthening individuals, families and communities by addressing critical issues and needs such as parenting and wellness. Our educational programs included:
- 24 Co-parenting classes held for parents in the process of receiving a divorce. 192 parents received training. 88% indicated they learned effective communication
- Through “Team Up TN” 199 people had cancer screening. They learned that cancer screening and early detection saves lives
- Arthritis Self Help and Arthritis Exercise programs taught 25 people self management techniques to manage symptoms on a day-to-day basis
- 66 people learned recommended Food Preservation methods to save money with home canning, freezing and drying methods

Providing Nutrition Assistance
Extension programs aimed at improving nutrition for low income families were provided through:
- TNCEP Program Assistants (Tennessee Nutrition Consumer Education Program a 100% federally funded program) reached 12,000 recipients each month through group classes, school health fairs, commodity food distributions, senior centers, and public housing
- TNCEP project boxes loaned to 30 teachers with nutrition lesson plans, activities, games, posters and food samplings
- “Food and More” newsletters delivered to 8,000 people monthly
- Four quarterly commodity food newsletters reached 3,200 people

4-H Youth Development
The 4-H program helps young people develop the life skills needed to become capable and caring citizens. Sullivan County has 1,537 youth enrolled in 56 4-H clubs and 5 project groups. Because of their 4-H experiences:
- 240 youth have learned to work on goal setting, and 215 say they set high goals for themselves
- Leadership skills have improved. 117 youth report they are now comfortable being a group leader and 97 youth can conduct a meeting
- Teamwork skills have improved. 109 youth report they have learned new skills by participating in groups. 163 youth report they can now cooperate and work in a group.
- 125 youth understand that everyone on a team is important
- 42 youth learned about county government through Citizenship Day

Contact Us:
UT Extension Sullivan County
3258 Highway 126
Suite 104
Blountville, TN 37617
Phone: 423-279-2723
Fax: 423-279-2731
Shirlene Booker, Family and Consumer Sciences, and County Director
Chris Ramsey, Agriculture and Natural Resources
Vickie Clark, 4-H Youth Development
Walter Malone, 4-H Youth Development
Rebecca Anderson, TNCEP Program Assistant
Rene Cox, TNCEP Program Assistant
Lisa Thomas, Office Manager
We provide education... that produces solutions to societal, economic and environmental issues. We teach Tennesseans in the places they live, work and play through hundreds of programs. Our efforts are based on local needs, research and a commitment to improve the quality of life.

### Reaching Madison County – 148,969 total contacts

<table>
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<th>Method</th>
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<tr>
<td>On-site Visits</td>
<td>536</td>
<td>9892</td>
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</table>

### Extension Volunteers

| Volunteers Who Served    | 1495              |
| Total Clientele Reached by Volunteers | 23,468 |

### Helping Row Crop Farmers

Our programs encouraged farmers to select the top-yielding varieties of corn, cotton, wheat, and soybeans to improve yield. In various field days and farm visits, we taught practices to control production costs. Our programs in cotton, soybeans, corn, and wheat production resulted in a combined economic impact of $5 million to Madison County.

- 1200 acres sprayed for broadleaf weed control according to Extension recommendations.
- 50 cotton producers adopted Extension recommendations for pest control.
- Producers reduced production costs and lessened their impact on the environment by choosing varieties with genetic resistance to diseases, insects and herbicides.

### Fighting Obesity

Tennesseans suffer alarming rates of diabetes, arthritis, and high blood pressure—all diseases linked to excess body fat. Extension is working to reverse this trend. In fact, 450 participants in our nutrition programs lost an average of 10 pounds. Other accomplishments included:

- 360 participants walked 27,914 miles in the Walk Across Tennessee program.
- 100 participants increased their exercise routine during the program.
- 69% of participants in our nutrition programs ate more whole grains.
Helping Families in the Money Crunch
Extension promoted economic stability for families. Madison County participants in our Tennessee Saves program have averaged a savings of $60 per month as a result of this program. Over 2000 people participated with these results:
• 92% identified ways to increase savings and reduce debt.
• 90% made a spending plan.
• 93% planned to check their credit reports.

Developing Young People
4-H helps young people to be better citizens while preparing for a demanding and fast-changing workplace. Madison County has 3,015 youth enrolled in 159 4-H clubs. Because of their 4-H experiences:
• 800 youth now understand how community leaders are elected to office.
• 2934 youth report they now make a decision by thinking about what a person of good character would do.
• 2460 youth report that they now consider the risks of their choices.
• 1128 youth report they take their job seriously as members of committees.

Helping Homeowners & Protecting the Environment
Extension programs in consumer horticulture included disease diagnosis of plant diseases and the Master Gardener program. Results included:
• 70 consumers applied fewer fertilizers and pesticides due to a better understanding of landscape best management practices.
• 145 consumers learned about plant selection and proper planting to save money and conserve water.
• 170 consumers used the results of their soil test to properly amend their soil.

Improving Beef & Forage Production
In 2008, we placed special emphasis on helping farmers to improve forage and beef production in the county with these accomplishments:
• 600 acres were planted with clover.
• 20 beef producers increased knowledge of production and economic benefits of forage testing and ration balancing.
• 10 beef producer participated in a cooperative marketing program.

Investing in People
The 2008 cost-benefit analysis of statewide programs demonstrated that for every $1 in public funds invested in UT Extension programs, an estimated $5.10 is returned to the people of Tennessee in increased revenue, increased savings, and one-time capital purchases.

Contact Us
Our office is located at 309 North Parkway in Jackson. Office hours are 8 a.m. to 5 p.m. weekdays. Contact us at 731-668-8543 or at any of the below email addresses.

Sammy P. Elgin, Ext. Agent and Co. Director
Agriculture and Natural Resources
selgin@tennessee.edu

Amy H. Elizer, Extension Agent
Family and Consumer Sciences
aelizer@tennessee.edu

Logan Holmes, Extension Agent
4-H Youth Development
lholmes2@tennessee.edu

Sharon K. Tubbs, Extension Agent
4-H Youth Development
stubbs1@tennessee.edu

William B. Wyatt, Extension Agent
Agriculture and Natural Resources
wyyatt@tennessee.edu
**Eastern Region Impact**

**Special Points of Interest:**
- 33 counties
- 58 Extension agents
- 8 Area Specialists
- 46 Support Staff
- 74 Paraprofessionals

**Economic Impact of 4-H All-Star Service in 2009**

“Help as many people as possible and have a great time doing it!”

This has served to have a positive impact on the citizens of East Tennessee as well as grow and strengthen the teen 4-H program in each of the Eastern Region’s 33 counties.

Currently there are 239 All-Stars in the 33 Eastern Region counties. 30,051 hours of service were conducted in the counties and at two Eastern Region All-Star Conferences.

The All-Stars have also partnered with other organizations such as St. Mary’s Health Systems, Second Harvest Food Bank, Ronald McDonald House and the American Cancer Society to provide and even greater benefit. So what is the economic value of the All-Star’s volunteer service as well as the money collected to donate to charitable organizations!

$611,437.75

**County Administration**

UT Extension has a strong partnership with each of the 33 counties in the Eastern Region. County governments supported UT Extension programs by appropriating a total of $3,579,934 in 2009.

County Extension directors provided leadership to establish a county endowment account in each of the 33 counties to sustain educational programming in the future.

**Extension Program Areas:**
- Agricultural & Natural Resources
- Family & Consumer Sciences
- 4-H Youth Development
- Resource Development
Eastern Region Impact

TNCEP – Responding to the Obesity Crisis

When is being ranked in the top 5 a problem? In 2008, Tennessee ranked fourth in the country for the rate of obesity with a state rate of 30.6%. That is an increase from 1999 of over 16%. Obesity rates in children continue to rise. How is UT Extension responding?

The Tennessee Nutrition and Consumer Education Program (TNCEP) is teaching healthy eating to SNAP (formerly Food Stamp) families and SNAP eligible families. All 33 counties in the Eastern Region participate in the TNCEP program.

Thirty-five TNCEP program assistants are employed in 31 counties solely focusing on nutrition education.

TNCEP covers the life cycle in the nutrition education program with the following curricula:

- TN Shapes Up – adults
- Power of Choice – adolescents
- Power U – fourth grade
- Healthy Steps – pre-K & child care

In 2008, data from the SNS system showed the following:

- 193,442 contacts reported in the 33 Eastern Region counties.
- 22,523 volunteers donated 17,778 hours to TNCEP. The economic value to UT Extension of the volunteer hours!

$346,848.78

Behavior change reported as a result of TNCEP programming in the Eastern Region.

- 80% of participants eat more fruits and vegetables.
- 80% of participants now eat healthy meals for their family.
- 84% of participants continued to engage in 30 minutes of physical activity weekly.

Green Industry

What does commercial nurserymen, greenhouse operations and master gardeners have in common? Simply put, its green: both in the ground and in their pockets.

The green industry is big business in TN. Cash receipts for commercial nurseries is nearly 300 million dollars. The other green can be seen in the improvement in our laws and gardens. Eastern Region Master Gardeners are helping to teach citizens lawn and garden care. In 2008 Eastern Region TN Master Gardeners donated 31,000 hours of volunteer service.

The Grounds Management Short-course held in Knoxville, the Green Express seminar in Chattanooga, and the Eastern Region Nursery Tour are but three of our educational programs designed for commercial green industry owners.

The total economic impact reported in 2008 was:

$1,507,812

BioFuels

“Mission Switchgrass” – Eastern Region staff has the responsibility of conducting outreach directly with the cooperating farm producers which have contracted with UT to grow switchgrass for the Biofuels Initiative. Our regional biofuel staff consists of one specialist and two area specialists.

The goal is to teach contracting farm producers the skills and management techniques to successfully plant, grow and harvest switchgrass. Other objectives are to conduct research to enhance and improve our success in introducing and growing this energy crop. Public relations with community partners, tours and demonstrations are also part of the mission.

“Mission Completed To Date” – In contracting rounds I & II, 40 farm families have contracted 2613 acres in 176 fields. Those fields are located in 9 counties in Southeast Tennessee.
Impact of Eastern Region 4-H Camping Program

With two accredited 4-H Centers in the Eastern Region, the 4-H camping program will always be a top priority. Camping provides a chance for young people to develop important life skills such as responsibility, teamwork, and independence in a safe and nurturing environment.

The economic impact is also significant. 1,688 young people in the 2009 camping program brought in a total of $354,480 to UT in user fees.

Extension agents have understood for many years the importance of camping to their total program. 4-Hers who commit to attending camp are more likely to be involved in other parts of the 4-H program. These 4-H members also bring their parents into the program as 4-H volunteers. Serving as a volunteer at camp tends to be the entry point for many adults who go on to serve in a variety of other capacities. The value of these volunteers in terms of the education, safe environment, and positive modeling they provide is priceless. From a purely economic standpoint however it can be measured. In 2009 225 volunteers served a collective 21,600 hours at camp with an economic impact of $437,400.

4-H Clover Bowl

Picture Alumni Hall packed with 750 loud, boisterous people. As the program starts, feel the energy usually reserved for a major sporting event. That pretty much sums up the excitement of the Eastern Region Clover Bowl.

The Clover Bowl is a quiz bowl program designed to help youth become more familiar with themselves and their surroundings. 4-Hers learn about Tennessee, Science, Economics, Health as well as become more familiar with programs offered through 4-H.

An increase in knowledge is the main goal of this program but some important secondary impacts have also occurred. This is the largest “team” program in Tennessee. 4-H. 96 teams competed at the Regional Clover Bowl from all across East Tennessee, but over 1,100 teams made up of over 5,000 young people participated in their individual county contests.

The program also has strengthened the relationship between Extension Agents and local educators.

Implementing a Legislative Mandate — Divorcing Parents

In 2000, the Tennessee State Legislature mandated a four hour education program for any parents seeking a divorce with children under the age of 18. Concerned about the parents in rural counties, the Administrative Office of the Courts worked with UT Extension for Family Consumer Sciences agents to be trained and certified to teach this class.

Twenty-three counties in the Eastern Region regularly teach the Co-Parenting classes.

In 2008, the FCS agents had 1968 clients attend the class. Parenting Apart: Co-Parenting was the first fee-based program for UT Extension — Family & Consumer Sciences. The counties in the Eastern Region brought in $31,510. This money supports the Co-Parenting program as well as other FCS programs in the county.

Based on the evaluations completed by the 1968 participants, the following impact was reported by FCS agents through the SUPER system:

- 87% improved knowledge of how divorce impacts children by age/age/stage of development
- 86% learned effective communication techniques
- 87% plan to decrease exposure of their children to parental conflict

*It's amazing how much better our communication has been since attending the class—I just wish these classes could be offered prior to marriage.*
Beef

Beef is not only what's for dinner, but it is the number one agricultural enterprise in Tennessee. Therefore beef production, management and marketing educational programming is conducted in all 33 Eastern Region Counties.

Examples of programming are:
- Master Beef Producer Program
- Beef College
- Beef and Forage Field Day – Knoxville
- Northeast Tennessee Field Day – Greenville
- Agriculture Career Day – Greenville
- Southeast Tennessee Hay Day – Riceville
- Eastern Region 4-H Livestock Expo
- Eastern Region 4-H Pen of Three Show & Sale
- Tennessee Agriculture Enhancement Program with Tennessee Department of Agriculture

Beef Quality Assurance Program
- Video sales, feeder calf marketing, demonstrations, and personal visits

The total economic impact from beef educational programming in 2008 was:

\$3,795,012

According to 2008 impact reports and performance appraisal documentation as reported in SUPER by Eastern Region agents, agents conducted over 11,000 hours of programming with 30,000 contacts. Nine hundred twenty three volunteers contributed 1533 hours to this effort.

UT Extension: Transforming Tennessee

Our past, your future

In 2010, UT Extension and 4-H Youth Development will celebrate 100 years. Counties, regions, 4-H Camps and the state will be celebrating our past accomplishments with clientele, partners and stakeholders. Throughout 2010, as we celebrate our past, all of Extension will be looking toward the future.

What are our 2009 successes?

- 2512 4-H clubs
- 50, 478 youth enrolled in clubs
- 1712 4-H volunteers
- $1,225,300 in TNCEP grant funds
- $4,399,100 Ag Enhancement dollars
- Homefront to Heartland
- Farmland Legacy Workshop

What does our future hold?

- Operation Military Kids
- Homeland Security Agricultural Liaison Officers
- Destination Imagination
- 4-H Project Citizen
- Oostanaula Watershed — $652,000 grant
- 4-H Science, Engineering & Technology (SET)
- E-Wellness
**Extension Impacts on Tennessee**

**Dyer County | 2009**

*We provide education...*

that produces solutions to societal, economic and environmental issues. We teach Tennesseans in the places they live, work and play through hundreds of programs. Our efforts are based on local needs, research and a commitment to improve the quality of life.

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<tr>
<td>Total Clientele Reached by Volunteers</td>
<td>55,683</td>
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**Helping Row Crop Farmers**

Our programs encourage farmers to select the top-yielding varieties of corn, cotton, grain sorghum, soybeans and wheat to improve yields. Our programs in these 5 major crops resulted in a combined economic impact of $87.5 million to Dyer County.

- 537 corn producers used data provided by UT publications to make changes in their production practices.
- 231 cotton producers improved their income by following UT recommended practices for crop production.
- 974 soybean producers reported harvesting higher soybean yields and/or better quality crops using UT trial results.

**Integrated Pest Management (IPM)**

IPM programs in the five county area of Dyer, Gibson, Obion, Lake, Weakley and Lauderdale help educate producers about pest management.

- There were 550,883 acres of cotton, corn, soybeans, wheat and grain sorghum monitored for pest problems by the private sector using IPM principles.
- Dyer County soybean IPM programs showed producers that 44% of monitored fields required lime and 44% were low in phosphorous and potassium.

**Helping Homeowners & Beautifying the Community**

Extension programs in consumer horticulture included diagnosis of plant diseases and the Master Gardener program. Results included:

- 18 consumers applied fewer fertilizers and pesticides due to a better understanding of landscape best management practices.
- 66 consumers learned about plant selection and proper planting to save money and time in the landscape.
- 38 Master Gardeners gained knowledge and confidence in insects, diseases, soils and turfgrass management.

CRD Special Summer Feeding Program
- $125,000 Grant provided to Dyer County local economy for this seven week program.
- During the 2009 program, 10,818 breakfasts and 32,255 lunches were served to kids.
- Approximately 90% of youth attending program gained pride and appreciation for their local community.
- 50 summer jobs were created adding to the Dyer County economy.
- 80% of participating youth developed respect for their fellow friends and neighbors.

Developing Young People
4-H helps young people to be better citizens while preparing for a demanding and fast-changing workplace. Dyer County has 1,500 youth enrolled in 62 4-H clubs. Because of their 4-H experience:
- 58 youth report considering risks of their choices.
- 116 youth now work to achieve their goals.
- 62 youth now achieve goals they set for themselves.

Fighting Obesity
Tennesseans suffer alarming rates of diabetes, arthritis and high blood pressure – all diseases linked to excess body fat and sedentary lifestyles. Extension is working to reverse this trend.
- 627 participants collectively walked 60,172 miles in the 8 week Walk Across Tennessee Program. 93% reduced stress, 77% improved sleep, 76% increased their exercise routine, 26 stopped smoking.
- 60 worksite participants lost 352 pounds (an average of 5.87 lbs. per person) in a 12 week monitored fitness program.
- 408 children participated in a 4 week fitness program reflecting an average increase in weekly fitness activities from 1.18 hour/week to 3.4 hours/week.

Helping Families in the Money Crunch
Families are struggling monthly to make ends meet. UT is working to provide increased financial literacy in the community. Youth, family, small group and bankruptcy education are among the ways families have learned to make ends meet.
- 711 of 747 (95%) increased understanding of credit reports and scoring.
- 87 families completed written money goals, a written monthly spending plan and written savings plan.
- 526 (100%) of families trained identified ways to reduce spending.
- 113 of 238 participants began or increased savings an average of $11 per month amounting to $14,916 in increased consumer savings.

Contact Us
Our office is located at 151 Everett Avenue in Dyersburg. Office hours are 8 a.m. to 5 p.m. weekdays. Contact us at 731-286-7821 or at any of the below e-mail addresses.

Tim Campbell, Ext. Agent & County Director
Adult Agriculture
tcampbe6@utk.edu

Beth Bell, Ext. Agent
Adult Family & Consumer Science
bbell3@utk.edu

Hayden E. “Gene” Miles
Area Ext. Specialist – IPM
hmiles1@utk.edu

William Taylor, Ext. Agent
Community Resource Development
wtaylor6@utk.edu

Calvin Elder, Ext. Agent
4-H & Adult Agriculture
celder@utk.edu

Becky Willis, Ext. Agent
4-H Youth Development
rwillis8@utk.edu
Program Planning, Evaluation & Accountability

14.7 Accountability Report – Tipton County

SPRING 2010
Tipton County
SPOTLIGHT
The University of Tennessee Extension
VOLUME 2 NUMBER 1

Agriculture

UT EXTENSION AGRICULTURE
Agriculture has long been a significant element in the Tipton County economy. Although urbanization is contributing to Tipton County having the fourth fastest growth rate in the state, agriculture still is the primary industry for the area. In recent years cotton has dominated the crop acreage followed by soybeans and corn, respectively, but dramatically increased corn and soybean prices coupled with lower production costs for these crops as compared to cotton will cause more acreage to be planted to these crops in 2010.

Persistent late winter and early spring rainfall however is closing the planting window for many corn producers. As of mid-April only about 3% of Tipton County’s corn crops have been planted. Local farmers however have equipment ready and, if the weather allows, farmers can make tremendous progress toward reaching their corn planting goal within the next couple of weeks.

Perhaps one of the leading problems facing many Tipton County producers this season is not the weather or crop prices, but rather management of glyphosate-resistant Palmer amaranth (pigweed) in their crops. Glyphosate is the active ingredient in Roundup brand herbicides and much of the mid-south’s cropping programs have centered around the planting of Roundup Ready varieties. Pigweeds that cannot be controlled with glyphosate will add tremendous cost to producers and cause major shifts in our agricultural community.

For 2010, the Tipton County UT Extension office in cooperation with local producers will be entering four trials into the County Standardized Trial (BST), commonly known as test plots. The preliminary plans are for one early maturity corn trial, one medium maturity corn trial, a late Group IV soybean trial and a cotton trial. In total, over 100 different varieties will be planted in Tipton County this summer through the BST program and results will be published this fall in Performance Tests manuals by UT.

Another highlight for the Tipton County Extension office this year is the launching of the Distance Diagnostics program for Tipton County. This program, already active in much of Tennessee, was designed to rapidly transmit images of pest and disease problems to the Plant Pest Diagnostic Laboratory located in Nashville. By using web based imaging, our local office is now able to capture and transmit these digital and microscopic images for rapid identification by professionals in Nashville. This program will allow more immediate control of pest problems in order to reduce economic loss to our producers.

Inquiries this quarter:
January - 73
February - 78
March - 93
Catch our Covington TV show “Fun In the Garden” on the Cable Network (KBI)
Bi-weekly!

Tipton County UT Extension
111 West Washington Avenue
Covington, TN 38019
Phone: (501) 765-2231
Fax: (501) 765-2239

Booker T. Leigh, County Director
Horticulture
Pricilla Gills-Eddie, Family & Consumer Sciences
Michael Morris, Adult Agriculture
Katasha Hall-Dancy, Secretary
Rachel Massengill, Program Assistant

110 | Donaldson
Family and Consumer Sciences – 2010 Program Highlights
Priscilla Eddins, Family and Consumer Science Extension Agent
Rachel Massengill, Program Assistant (Delta Rural Health Initiative)

**Food and Youth Initiative** – Food and Youth Initiative (FYI) is a school-based educational program developed by Le Bonheur Children’s Medical Center and UT Extension which promotes healthy nutrition choices aimed at elementary age children. FYI is a ten-week program and includes topics on the importance of physical activity, fruits and vegetables, portion sizes, and fats and sweets.

**Tipton County:** From January through March 2010, FYI was implemented at Drummond Elementary School to 148 students. Once a week students were taught 30 minute nutrition lessons, which were designed to make learning fun and inclusive. Students were given an evaluation observing their nutrition-based knowledge before and after the program and FYI greatly improved their awareness. At the end of the program, teachers and parents completed surveys about FYI, resulting in positive feedback: One parent commented, “I appreciate what my child is learning about nutrition. He has recently started reading nutrition labels to me and has been more selective with his snacks! Thank you!”

“Tipton County:** I hope we do this again next year! Students have really enjoyed the program! Now I have noticed that students are choosing green vegetables at lunch. Before FYI students only chose tater tots,” said one teacher.

**Dining with Diabetes** – is an educational program designed for individuals with diabetes and their caretakers (both youth and adults). The goals of the program are to increase the knowledge of participants regarding diabetes and proper nutrition.

**Tipton County:** In February, 12 caregivers and diabetics participated in the program. Class topics included: Carbohydrates and Sweeteners; Fats and Sodium; and Vitamins, Minerals, and Fiber. As a result of the class, half of the participants were able to name foods that raise their blood sugar levels, used the food labels to help control diabetes, and used artificial sweeteners to replace the total carbohydrates in their diets.

**Parent Apart: Effective Co-Parenting** – Tennessee has one of the highest divorce rates in the United States. Because of concerns about the negative impact of divorce on children, the Tennessee State Legislature passed a law requiring parents of minor children to attend a parent education program. The University of Tennessee’s Parenting Apart: Effective Co-Parenting classes help divorcing parents learn how to help their children cope with the issues that arise because of the parents’ divorce.

**Tipton County:** Since March, five divorcing parents have completed the 4-hour parent education class. Classes are offered each month at the UT Extension Office from 1:00 p.m. – 5:00 p.m.

**Building Blocks for Excellent Child Care: A Provider’s Retreat:** This two-day conference was held in 2010. The free training was made available to child care providers in Tipton, Lauderdale, Crockett, and Haywood. Participants had the opportunity to relax, learn, and receive up to 7 hours of training credit, which is Department of Human Services approved. During this training, providers experienced the “Stress Free Zone” which included presentations on stress/time management, health, interpersonal relationships, and other issues that could impact a provider’s ability to be effective and enthusiastic when it comes to caring for children. Providers attended sessions taught by Extension personnel and agency partners on the following topics: Family Economics, Health & Safety, Nutrition & Food Safety, and Human Development. As a result of the conference, participants stated they enjoyed the overall Conference, planned to use the information at their Child Care Centers, and would be willing to pay for a training of this quality. Funding for this training was made available through the Emma Ree Crooke Oates and Stimulate Funds Grant.

**Tipton County:** A total of 18 Child Care Providers and 2 Child Care Directors attended this conference.

If you are interested in the Family and Consumer Sciences programs or would like to schedule a program for your school, church group, or organization, please contact Priscilla Eddins at (801)476-0231.
Agriculture

MASTER GARDENERS

The Master Gardener racked up some impressive figures for 2009:
We have 28 Master Gardeners and 15 interns. The Master Gardeners
and interns donated 2,284 volunteer hours. The dollar value for a trained
volunteer is $20.25 per hour in Tennessee. The dollar value for the hours
Master Gardeners donated is $48,454 dollars in Tipton County. Also, the Master Gardeners must re-
ceive 8 hours of continuing education per/year. We are grateful for what the Master Gardeners do in
Tipton County. The Master Gardeners divide their hours by doing Administrative work in the Extension
Office, Community work and by teaching others about gardening.

Here are some of the impacts that were made through Extension programs in 2009:
1. 28 Master Gardeners gained knowledge in ornamental horticulture.
2. 17 Master Gardeners gained knowledge in soil testing.
3. 18 Master Gardeners gained knowledge in identifying turf grass.
4. 28 Master Gardeners gained knowledge in plant disease.
5. 27 Master Gardeners have used the knowledge and skills they learned in the program to assist
   60 people to identify plant disease.
6. 23 Master Gardeners have used the skills and knowledge they learned in the program to assist
   75 people in the importance of a soil test.

2010 is off to a great start with the Master Gardening program
Fifteen interns are in the Master Gardening class. They are out in the community doing volunteer
work. Applications for the 2011 Master Gardening class are now available at the Tipton County Extension
office at 111 West Washington Avenue in Covington, TN. The 14 week class will begin in January
2011. If you have any questions, call me (Booker T. Leigh) at 901-478-0231.

*Have you noticed the well pruned roses at the courthouse?*
They were done by the Master Gardeners.

“How about the landscape around some of the city signs on Hwy 61?”
They too were done by Master Gardeners.

The Master Gardeners had their 3rd “Gee up Your Landscape for Spring Expo” on April 10, 2010 at
Brighton Middle school. Over 500 people attended this year. They keynote speaker a were Leila Kelly,
PhD with Mississippi State University, Carol Reese, with the University of Tennessee and Tom Maehour,
with the Shelby County Master Gardening Program, it was a wonderful Expo.
Consumer Horticulture

In 2009 the Tipton County Extension Staff made over 5,070 contacts to the residents of Tipton County:

- 238 clients visited the Extension Office for information dealing with horticulture, home economics, crops and other agriculture related information.
- 1,310 clients called the Extension Office for information.
- The Extension staff had 247 group meetings that reached over 2,900 clients. The agents made over 103 on site visits that reached over 622 clients.
- In 2009 the Extension agents did 79 news articles and 60 T.V. programs.

The Extension Agent and Master Gardeners will diagnose plant problems from 3:00 to 5:00 p.m. at the Munford Park and Recreation center, 83 South College Street, Munford, TN. Come and get all your questions answered about your trees, garden shrubs, lawn, etc. The dates are June 10, June 24, July 22, and August 12.

The Master Gardening Program is a voluntary educational program that started in Tipton County in 2004, designed to meet the gardening needs of our community. The Master Gardening Program has allowed the Extension Service to extend its educational efforts and its audience to better meet the public demand for information. Since the program started in Tipton County, we have trained more than 140 Master Gardeners. We currently have 26 active Master Gardeners and 15 interns that finished class work on April 20, 2010. They will be busy doing their volunteer hours until August. They will have their graduation on August 24 at the Chamber Center.

To become a Master Gardener, individuals must receive 42 hours of in-depth horticultural training from the University of Tennessee specialist, agents and local experts in their field of horticulture. In return they must donate 40 hours of volunteer service and community. Also, they must get 8 CEU’s (Continuing Educational Units). For more information about the Master Gardener Program please contact Booker T. Leigh with the University of Tennessee Extension office at (901)476-0231.
15.0 Key Terms

County Agriculture Committee – This group advises the County Extension personnel and secures funding from local government for extension work. The group consists of three county commissioners, two farmers and two farm women. See Tennessee Code Annotated 49-50-01.

Combined Report – A report in the SUPER Unit Operations module, this report summarizes the costs and benefits on an annual basis. As a cost-benefit tool, it provides a high-level view of the total county Extension effort.

Direct contacts – Direct contacts are those made through group meetings, office visits, on-site visits, direct/electronic mail and telephone calls. Actual direct contacts are always reported by gender and race/ethnicity.

Indirect contacts – Indirect contacts are those made through websites, radio programs, exhibits, TV programs, newspaper articles, promotional items, publications, and other indirect means (such as social media). Reports represent the total number of estimated indirect contacts.

Individual Annual Plan – The Individual Annual Plan (IAP) describes the work an Extension Agent has planned for the coming year. Every IAP consists of one or more Individual Action Agendas (IAA). Every IAA consists of the following eight components:
   1. Agenda Home
   2. Plans for the coming year
   3. Partners and Resources
   4. Outcomes and Impacts
   5. Planned Evaluation Methods
   6. Funding
   7. Unique qualities of the program
   8. Scope

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.

Outcomes/Outcome Indicator – An outcome represents end results of a program. It describes what happened to the people as a result of their participation in Extension programs (i.e., “Tennesseans improve their financial security”). An outcome indicator is a measure that indicates the degree to which the outcome was achieved (i.e., “Number who followed a spending plan and increased savings”).

Program – A program is an educational response to an identified issue. The program uses inter-related educational strategies to address the issue.

Program Evaluation Network (PEN) – PEN, a module of SUPER, is a relational database for the creation of semi-custom questionnaires. Questionnaires collect participants’ responses to provide an important tool for measuring the value of a given program.
System for University Planning, Evaluation, and Reporting (SUPER) – SUPER is a comprehensive software that supports Tennessee’s statewide Extension operations. SUPER is an integrated, web-based software. The source code for this technology surpasses the capabilities of previous solutions due to increased scalability, flexibility and automation of several routine functions. Prior to SUPER, UT Extension used 14 different databases for its statewide operations, but SUPER created a one-stop system for all operations, from employee performance appraisal to 4-H Youth Enrollment.

Tennessee Extension Program Planning & Evaluation Model – A comprehensive representation of program planning and evaluation that shows the program complexity and organizational structures of Extension in Tennessee. It represents a coordinated process for planning, conducting and evaluating Extension programs through these four dimensions: issue, plan, deliver and evaluate. Each dimension is defined by a set of action steps, and the model emphasizes research and practice most applicable to planning a quality Extension program.
16.0 References

16.1 Program Planning and Evaluation Model References


16.2 Response Scale References


16.3 General Evaluation Survey References


16.4 Asking the Right Questions References


16.5 Annual Impact Statement References


17.0 Presenter Bio

Joseph Donaldson earned a Bachelor of Science degree in Agriculture from the University of Tennessee, Knoxville; his major was Agricultural and Extension Education with a minor in Agricultural Economics. He earned a Master of Science degree in Agricultural Education from the Pennsylvania State University. Donaldson earned the Doctor of Philosophy in Educational Psychology and Research from the University of Tennessee, Knoxville, and his concentration was Evaluation and Assessment. As a doctoral student, he received the UT Chancellor’s Citation for Extraordinary Professional Promise.

A former Extension 4-H Agent, Donaldson has served as UT Extension Specialist/Assistant Professor for Program Development and Evaluation since 2003. His duties include coordinating submission of the Extension portion of Tennessee’s Plan of Work and Accomplishment Report to USDA-NIFA.

Donaldson has been active in professional associations, including the National Association of Extension 4-H Agents and the American Evaluation Association (AEA). He is a previous chair of the AEA Topical Interest Group for Extension Education Evaluation. In 2013, he served as President of the Board of Directors for the Journal of Extension.

He enjoys church activities, books, and outdoor adventures. He recently completed the kayaking discovery course from the L.L. Bean Outdoor Discovery School in Freeport, Maine. He is a native of Clay County, Tennessee.