

**Portfolio Annual Report 2008:
Quality of Life in Rural Areas**

**United States Department of Agriculture
Cooperative State Research, Education, and Extension Service
Office of Planning and Accountability**



June 2008

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Portfolio Annual Review

Executive Summary

In *Challenges for Rural America in the Twenty-First Century*, Brown and Swanson state that although America is predominantly an urban society, rural people and communities continue to play important social, economic, and political roles in the nation's life. According to the 2000 U.S. Census, over 59 million people live in rural areas and rural people have a higher likelihood of being poor than urban residents. Some of the nation's most chronically depressed areas are rural. Disparities are found between communities, and across America, in income and assets, savings, education, housing, and other quality of life measures.

To remain viable, rural America must possess the amenities that businesses require and residents desire: clean water, adequate housing, reliable electricity and telecommunications, quality education, access to meaningful work, health care, day care, public safety and support services, and culturally appropriate activities for individuals, youth, and families. These resources are essential if rural residents are to improve their quality of life. The United States Department of Agriculture (USDA) is an important source of infrastructure assistance and educational support for rural America. As the leading advocate for rural America, USDA strives to ensure that rural residents have equal opportunity to share in the nation's prosperity and technological advancement through a wide variety of programs, including those of the Cooperative State Research, Education and Extension Service (CSREES).

CSREES promotes quality of life and well-being in rural areas through research, education, and extension to better understand the interaction of critical capitals (social, human, financial, political, natural, cultural and built) affecting people and communities, and uses this knowledge to develop strategies that make maximum use of local assets. These efforts are supported by CSREES Strategic Goal 3: Support Increased Economic Opportunities and Improved Quality of Life in Rural America. Significant research, education and extension work has been accomplished by CSREES and the land-grant university partnership to improve quality of life in rural areas for individuals, youth, families, and communities. Some examples from this report are highlighted below:

4-H Positive Youth Development Study *Grant funded by National 4-H Council*

The 4-H Study of Positive Youth Development (Lerner et al., 2008) is a longitudinal study that began with 1,719 fifth grade youth during the 2002-2003 school year and 1,137 of their parents. Study results indicate that 4-H youth:

- Were more than one and a half times more likely to expect to go on to college than non-4-H youth.
- Had higher school grades and were more emotionally engaged in school than non-4-H youth.
- Scored significantly higher than those youth who did not participate in 4-H on six of eight factors related to civic identity and civic engagement.

Research on Foster Care Placements *Hatch funded project*

Michigan Agricultural Experiment Station assessed the impact of multiple placement moves on adults who lived in foster care for at least some portion of their childhood on outcomes into adulthood. Findings indicate that:

- Foster care alumni who experienced multiple placements are resistant to building a long-term social support system.
- Number of placements correlated strongly with difficulty in forming supportive relationships into adulthood.
- The length of time a young person spends in care is a predictor of difficulty in forming supportive relationships in adulthood.

The study results are the first of their kind to quantitatively define the challenges foster care alumni have in building and maintaining social relationships in adulthood. This has critical implications for agencies and families responsible for the care of the half million plus children in foster care in the U.S., over 25% of which live in rural areas.

Family Financial Planning Online *CSREES (through OC-40 unit funds); continuation funding comes from tuition and fees paid by students*

The Great Plains-Interactive Distance Education Alliance (Great Plains-IDEA) has graduated 111 students with master's degrees or graduate certificates in Family Financial Planning. Through Great Plains-IDEA, which launched in 2000, students enroll in one institution and take online courses from eight universities in the alliance. There are 191 students currently in the program, which has been registered with the Certified Financial Planner Board of Standards, Inc. Coursework is offered by Iowa State University, Kansas State University, Montana State University, University of Missouri, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University.

America Saves Week *Smith Lever 3(b) and (c)*

In partnership with the Consumer Federation of America and America Saves, Cooperative Extension in 24 States participated in America Saves Week in late February 2008. During America Saves Week, designed to motivate low-to moderate-income individuals to build wealth, not debt:

- 5,596 low- to moderate-income individuals enrolled as Savers pledging a total of \$748,906 in monthly savings and opening 4,926 new accounts. An independent evaluation of those enrolled in America Saves in 2007 showed about one-third will achieve their savings goals, one-third will save some, and the rest will not save.

NEFE® High School Financial Planning Program *Smith Lever 3(b) and (c)*

In partnership with the National Endowment for Financial Education, Cooperative Extension in 48 States has provided high school teacher training at 191 events resulting in the distribution of 8,200 instructor's manuals and 62,265 student workbooks. University of Minnesota Extension will evaluate the program in 2009 to determine changes in student's knowledge, behaviors, and confidence with money.

Indoor Air Quality *Smith Lever 3(b) and (c)*

In an Extension Indoor Air Quality (IAQ) program in Puerto Rico, 191 youth completed the short course *Youth Protect the Air You Breathe*. Of these, 133 participated in the IAQ 4-H competitions, 122 limited and used more wisely products with volatile organic compounds (VOCs); 163 promoted not smoking, and 172 detected and removed biological hazards in their homes.

272 adults learned about indoor air contamination through short courses, seminars, and home assessment. Of these:

- 117 improved/corrected moisture levels in the home
- 207 detected and controlled indoor air contaminants in their homes
- 150 took steps to check/maintain/correct combustion appliances
- 202 detected and removed biological hazards
- 72 took steps to maintain air conditioning equipment in optimum conditions

Reshape Yourself! *CSREES Special Research Grant*

Arkansas Extension *Reshape Yourself* is a three part program to weight management and healthy lifestyles. As result of program participation:

- 43% of participants decreased blood pressure
- 58% decreased blood cholesterol
- 43% decreased blood pressure
- 25% who had changes in medication reported a reduced or eliminated prescription as a result of changes made

Section I: Portfolio Overview

Portfolio Planning

Portfolio Mission

The mission of the Quality of Life in Rural Areas Portfolio is two-pronged: to facilitate informed decisions affecting people and communities through integrated research, education, and extension; and to strengthen families, promote positive youth development, and encourage healthy living.

Portfolio Vision

Enhanced quality of life in rural America.

Portfolio Introduction

There are many challenges and opportunities related to improving quality of life in rural America. For example, population shifts are occurring across the country. In some locations young people are leaving rural areas, resulting in net out-migration while in other areas, older people are retiring to rural locations. This results in net in-migration and shifting patterns of land use.

Family structures and mores are also changing. Many children live in single parent homes, or with grandparents. Youth are facing a series of challenges to positive growth and development. The growing importance of technology in a competitive global economy requires increased levels of employment skills.

Financial and social challenges confront many rural Americans. Financial planning, managing risks of loss, reducing household debt, and saving and investing to meet life goals are all essential, yet may be neglected by people dealing with issues perceived to be more immediate and more pressing. In communities with limited savings and resources, critical capital lags, compounding resource inequities over time.

As these dynamics create demands and opportunities in rural areas, agriculture continues to be one of the most dangerous occupations in terms of illness, injury, and death. Addressing agricultural dangers and their impact on quality of life is a USDA priority. Exposure to chemicals, pests, and diseases impose economic and social costs, and affects peoples' ability to lead safe and productive lives. Research on safer farm practices and technology, and innovations in design and construction of housing and commercial structures can help protect people and lessen damage to the natural and built environment, reducing social and economic costs.

CSREES, in collaboration with its partners, seeks to better prepare people to meet challenges and to increase opportunities for rural Americans so they are able to make informed decisions that support their well-being. Research, education and extension activities funded by CSREES and managed by NPLs increase the possibility that Americans will share new knowledge and skills with others and with their communities to continuously improve their quality of life.

A portfolio dedicated to improving quality of life in rural areas has wide application in all aspects of CSREES programs in research, education, and extension. Model programs in this portfolio focus on investments in new knowledge to understand how people can improve their well-being and quality of life while functioning in a family, community, regional, national, and global context. Three central themes and key areas in the quality of life in rural areas portfolio include:

Human Development and Societal Change

- Human development and well-being – the social, cognitive, emotional, and physical development of children, youth, and adults throughout the lifecycle;
- Children, youth and families at-risk-equipping people with the skills they need to lead positive, productive, and contributing lives;
- 4-H youth development-providing opportunities for youth to develop skills and confidence for leadership and self-discipline;
- Technology and sociology – change and coping related to the impact of technological, demographic, and social transitions in society;
- Community planning and development - to enhance quality of life and the understanding of problems, opportunities, and planning for renewal and growth.

Health and the Environment

- Housing and indoor environments - assisting consumers and professionals with issues related to housing affordability, healthy homes, sustainable housing, and indoor air quality;
- Healthy lifestyles, health literacy, and community health planning.

Individual and Family Resources

- Resource management – how people obtain and use resources of time, money, and human capital;
- Consumer economics – the demands, preferences, and behavioral responses and needs of consumers.

The three themes in this portfolio are linked to Knowledge Areas (KAs) shown below and organized into primary and secondary KAs. A KA is a concept that links research, education, extension and integrated activities to strategic objectives. Projects are assigned knowledge areas codes by principal investigators, and are linked to portfolios based on the reported percentage of effort. KAs represent a vast number of activities.

Primary Knowledge Areas classified under this portfolio include:

- KA 801/607: Individual and Family Resource Management and Consumer Economics
- KA 724: Healthy Lifestyle
- KA 802: Human Development and Well-Being
- KA 804: Human Environmental Issues Concerning Apparel, Textiles and Residential and Commercial Structures
- KA 805: Community Institutions, Health, and Social Services

- KA 806: 4-H Youth Development

Secondary Knowledge Areas classified under this portfolio include:

- KA 703: Nutrition Education and Behavior
- KA 704: Nutrition and Hunger in the Population
- KA 803: Sociological and Technical Change Affecting Individuals, Families, and Communities

Portfolio's Linkage to CSREES Strategic Plan

CSREES Goal(s) Supported

This portfolio supports research, education, and extension to improve quality of life in rural areas and is related to CSREES Strategic Goal 3: Support Increased Economic Opportunities and Improved Quality of Life in Rural America. Goal 3 supports economic opportunities and quality of life enjoyed by residents and businesses in communities, and depends to a large extent on the capacity to take full advantage of resources available in changing circumstances. CSREES supports the education and training of residents and community and business leaders to help their communities thrive in the global economy. Education programs strengthen the foundation for this goal by building capacity in the agricultural research and extension system and training the next generation of scientists and educators.

CSREES Objective(s) Supported:

This portfolio supports objective 3.2: Provide Research, Education, and Extension to Improve the Quality of Life in Rural Areas.

CSREES Strategic Plan Key Long-Term Outcomes

<p>Key Long-Term Outcome: Increased knowledge among county based staff and community leadership in order to provide research-based practices to encourage appropriate community capital development (see Appendix G) which enhances business and economic development, the availability of appropriate education and health services, transportation networks and vibrant community connections. Electronic deployment of information to increase the capital available for more nimble and creative community responses to needs.</p>
<p>Performance Measure: The percentage of Cooperative Extension Educators trained and using evidence-based (see Appendix H) programming based on seven community capitals to facilitate informed decisions that improve quality of life and increase economic viability.</p>
<p>Performance Criteria:</p> <ul style="list-style-type: none">• Improve insight and understanding into the demands, preferences, behavioral responses and needs of individuals and consumers.• Develop, evaluate, and disseminate methods and strategies, including screening, immunization, and preventive care to enhance health-related practices.• Improve understanding of how individuals and families obtain and use resources of time, money and human capital to achieve their standard of living and quality of life.• Increase understanding and development of the social, cognitive, emotional and physical capacity of children, youth, and adults throughout the life cycle.• Increase knowledge and understanding about the agricultural products used in apparel and textiles, and on factors that affect consumer choice and the interface between producers, retailers and consumers.• Improve the development, quality and functioning of community institutions and social services.• Promote positive youth development.

Actionable Strategies:

- Sponsor research-based information on community assets and liabilities that affect youth, family, and community well-being.
- Sponsor research on policies and programs addressing circumstances that impact the well-being of individuals, family and communities.
- Support the recruitment, retention, training, graduation, and placement of the next generation of research scientists, educators, and practitioners in the food and agricultural sciences.
- Sponsor education, research, and extension to support effective family decision-making in managing their social and economic capital.
- Sponsor regional rural development training, research and information access.
- Sponsor analysis and education on issues that impact the well-being of communities and families, characterized people and places in need of assistance, and the effectiveness of related public policies and programs.
- Sponsor education and extension to help parents provide a safe, healthy and nurturing atmosphere in which children and youth can grow and learn.

Performance Measures Progress Table

Performance Measure Description: Percentage of Cooperative Extension Educators trained and using evidence – based programming in rural communities to facilitate informed decisions that increase economic opportunities and improve quality of life

Explanation of Measure: Improvements in the delivery of extension does not in itself ensure improvements in the economic opportunities and the quality of life in rural America. There are intervening factors that are beyond the scope of extension. Therefore, the use of an output measure in this instance is appropriate. CSREES builds capacity of intermediaries, such as Extension Educators, to bring evidence-based programs to communities, families, and individuals. The appropriate measure for this work is educator/intermediary behavior change. This measure indicates an increase in the percentage of Cooperative Extension Educators trained and using national or regional multi-state evidence-based programs and activities (e.g. 4-H Youth Development; Family Strengthening; Community Development; Health Education; Housing & Indoor Environments; Resource Management; Sustainable Agriculture Research Education {SARE}-Professional Development) to enable rural people and communities to improve economic opportunity and quality of life.

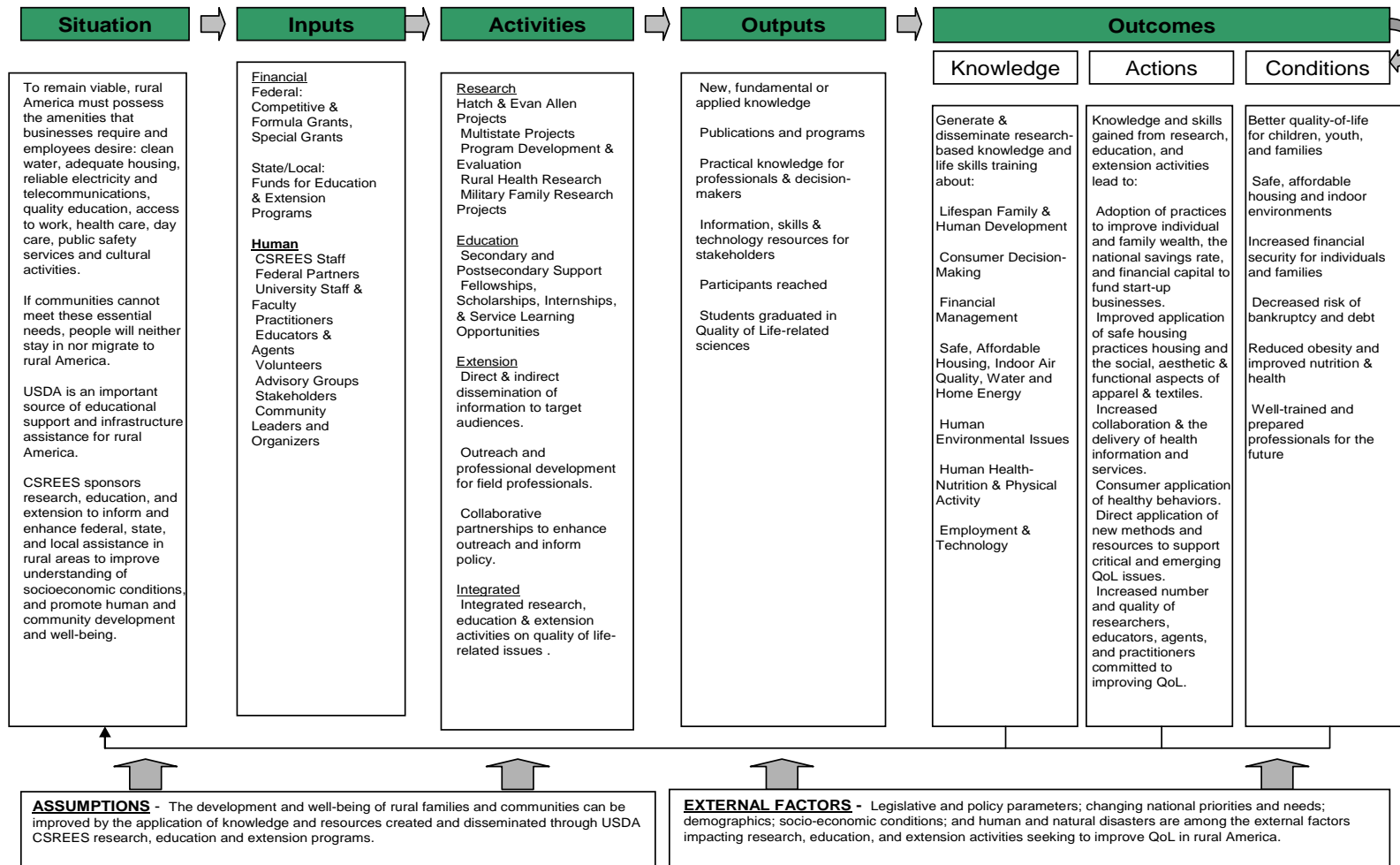
Baseline (FY 2005): 75%	Target	Actual
FY 2006	77%	77%
FY 2007	79%	89%*
FY 2008	81%	Available July 2009
FY 2009	83%	Available July 2010
FY 2010	85%	Available July 2011

* A significant increase in the percentage of Extension Educators who received training on one or more programs offered through the CSREES Financial Security Program accounts for the increase in this measure as follows: An estimated 1,150 Extension educators who

deliver personal finance and related educational programs received training on one or more programs offered through the CSREES Financial Security Program. This number is aggregated from face-to-face events, such as training on the NEFE® High School Financial Planning Program, America Saves Week, and Cooperative Extension's new Internet-based delivery format available at www.extension.org/personal_finance and indirect methods through webinars and monthly electronic communications. Based on program accomplishment reports, it is estimated 90 percent of these educators in 48 States, the District of Columbia, and one U.S. territory implemented one or more evidence-based programs in rural communities.

Portfolio Logic Model

Improve Quality of Life in Rural Areas Through USDA Sponsored Research, Education and Extension



Version 1.2

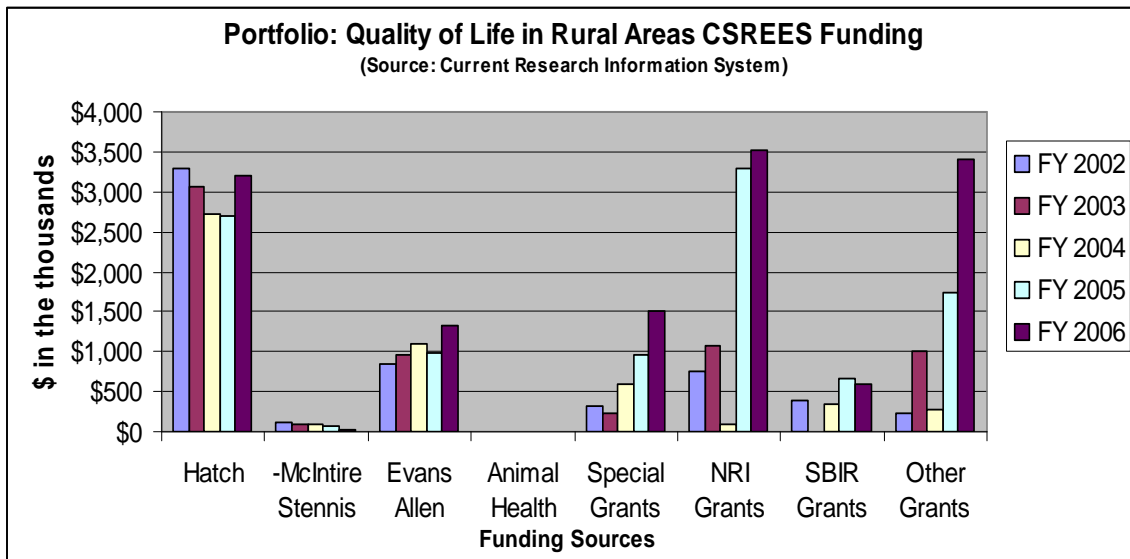
Portfolio Inputs

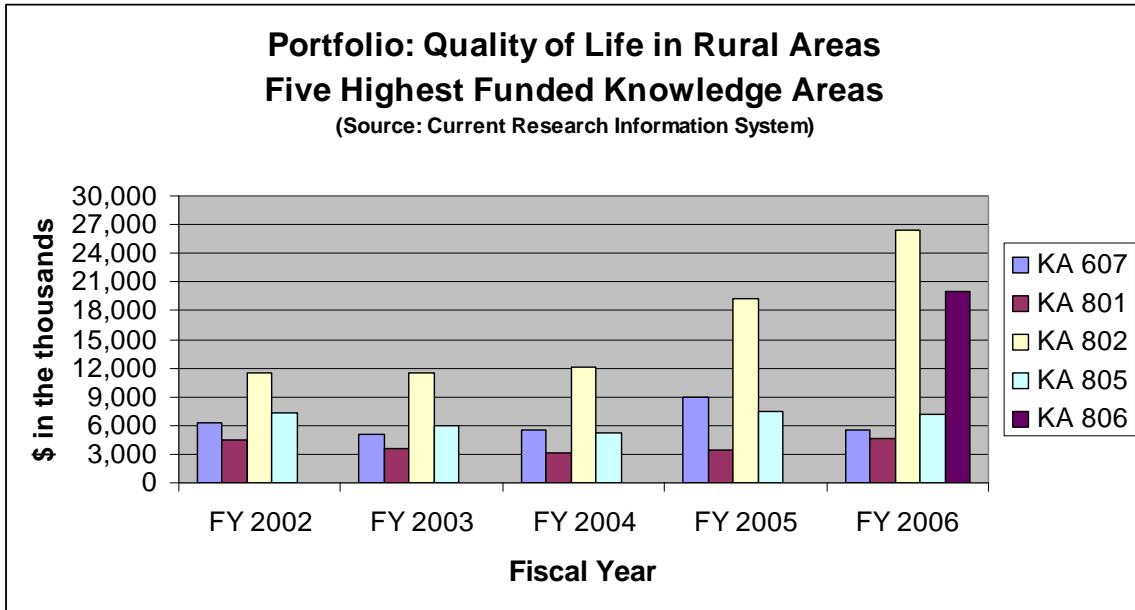
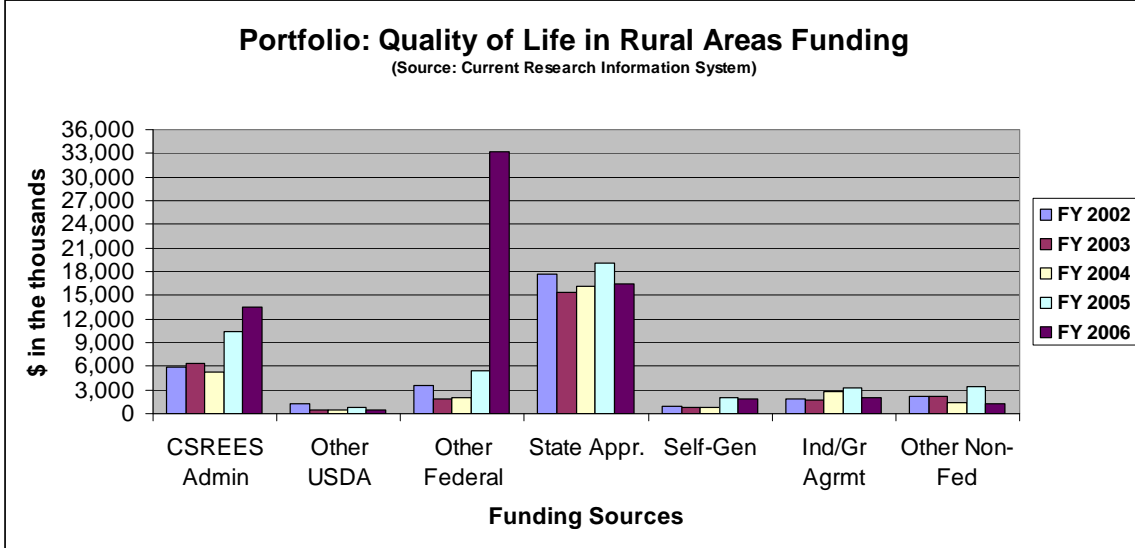
Portfolio Level Funding Table and Bar Chart

Unless otherwise noted, the source of information for the tables and charts in this section is the Current Research Information System (CRIS), which contains primarily research and education funding. With a few exceptions, extension funding by KA will not be available until FY 2007 funds are reported.

Table 1: Portfolio Quality of Life in Rural Areas Summary Funding Table for Knowledge Areas for Fiscal Years 2002 - 2006						
Funding Sources	(\$ in the Thousands)					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Funding	5,942	6,421	5,230	10,438	13,570	41,601
Non-CSREES Funding	27,405	22,442	23,588	33,955	55,436	162,826
Total Funding	33,347	28,863	28,818	44,393	69,006	204,427
Percentage of CSREES Funding	18%	22%	18%	24%	20%	20%

Changes in funding from FY05 to FY06 include a slight decrease in Hatch and SBIR funding, and increases in Evans Allen, special grants, NRI funding, and a large increase in grants classified as “other.” The increase in special grants funding is related to the Rural Health and Food Safety Education Program. The increase in NRI funding stems from the inclusion of quality of life-related topics in the NRI Human Nutrition and Obesity Program. FY 2006 non-CSREES funding includes \$29M from the Department of Defense for the Operation Military Kids program.





Portfolio Results

Portfolio Outcomes:

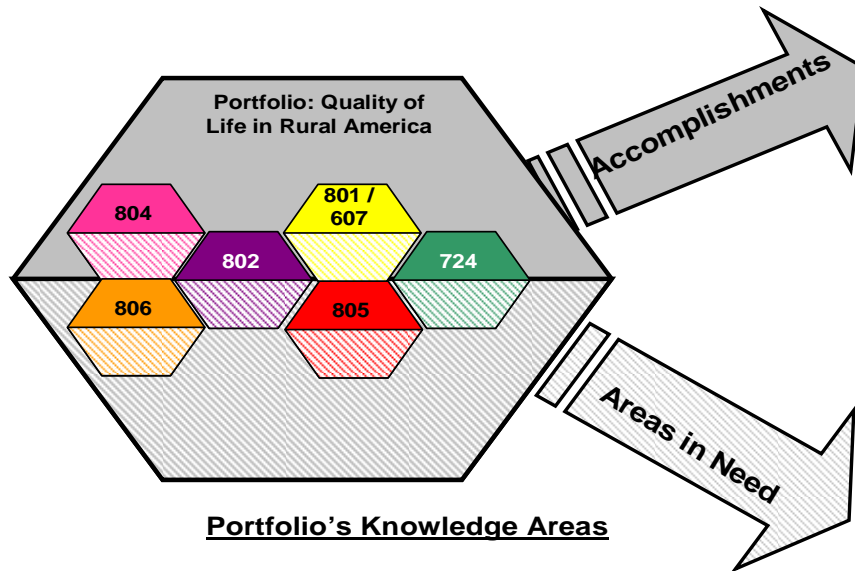
- During 2008 America Saves Week, 7,743,971 “you can build wealth, not debt” messages were delivered in 24 states via indirect methods such as media, Internet

and exhibits. An additional 97,372 Americans were reached through direct methods such as workshops. Previous research indicates 80% of participants increased knowledge and 78% increased confidence with money.







- In 2006-2007 the *Small Steps are Easier Together* intervention for weight gain prevention in rural worksites in New York exceeded project goals for dietary and physical activity changes. On average 40% of the participants reported dietary changes. Of these, 36 % met the intervention goal and reported drinking less sweetened beverages, but drinking more water and eating smaller portions and healthier foods; 46% reported calories savings of 100 calories/day over seven or more weeks. In addition, the proportion of participants who met the walking goal to increase steps by 2000 or more over baseline increased from 45 % to 65 % during the intervention.
- During 2008 America Saves Week, 5,596 youth and adults in 24 States opened 4,926 new accounts pledging to save a total of \$748,906 monthly.
- In preparation for 2008 America Saves Week, Cooperative Extension in 24 States built community-based partnerships with 1,325 organizations, many of which were financial institutions willing to offer low-deposit savings accounts to first-time America Savers.







Portfolio Level Honeycomb







Improved Quality of Life in Rural Areas



Portfolio's Knowledge Areas

-  **801 / 607** – Individual & Family Resource Management & Consumer Economics
-  **724** – Healthy Lifestyle
-  **802** – Human Development and Well Being
-  **804** – Human Environmental Issues Concerning Apparel, Textiles & Residential & Commercial Structures
-  **805** – Community Institutions, Health & Human Services
-  **806** – 4-H and Youth Development

-  Individuals and families have increased their knowledge, skills, and motivation to plan and take action to secure their financial futures by building wealth, not debt.
-  Increased diabetes awareness activities reached underserved and at risk for diabetes clinics.
-  Increased adoption of effective parenting practices; improved child care program quality; and increased use of life skills and tools by families and caregivers.
-  Improved understanding of housing and the social, aesthetic & functional aspects of apparel & textiles.
-  Developed a web-based tutorial to share tools and procedures for an environmental approach to obesity prevention in a rural setting with community nutrition and health professionals (Breast Cancer and Environmental Risk Factors project)
-  Increased technical assistance to communities & CYFERNet, an electronic infrastructure to link networks to assist communities with computer & technology issues reached over 50,000 youth & over 300 communities.

-  Conduct research to better understand the psychological and cultural incentives and barriers to personal savings.
-  More research is needed to understand why many underserved people screened with diabetes never see a health care provider.
-  Develop national standards/indicators for parent education, enhance data storage and analysis in family strengthening work, and promote youth and family program integration.
-  Make American homes more energy conscious, creating affordable housing for populations in need, and improving the quality and functionality of protective apparel.
-  More research and programming that promotes the adoption of a healthy lifestyle.
-  Greater integration of education, research, & extension functions of CSREES & its partners around the discipline of youth development.

Portfolio Leadership and Management:

Stakeholder Assessment

To strive for excellence in research, education and extension programs in quality of life-related work, and to realize new directions, CSREES works closely with stakeholders interested in the myriad issues impacting people and communities. Both formal and informal procedures are used to obtain stakeholder input. These may include stakeholder workshops, symposia, technical reviews, peer panel recommendations, presidential directives, interagency agreements, and strategic plans for education programs. CSREES and its educational partners conduct stakeholder listening sessions in order to assess program effectiveness and directions and to identify new and emerging issues.

Prioritizing Stakeholder Input and Allocation

CSREES has made painstaking efforts to develop mechanisms for soliciting and implementing input from stakeholders at all levels. As leaders in the field, NPLs with responsibility in the quality of life in rural areas portfolio carefully review stakeholder input and make strategic priority decisions. These efforts help ensure that stakeholders appreciate their value in the partnership. A few examples are cited below to highlight the process:

- NPLs develop and participate in a wide variety of professional opportunities for partners to dialogue about current and emerging issues related to this portfolio. Feedback from partners, both internal and external is incorporated into NPL planning.
- Since the inception of the NPL Liaison Program, NPLs are in continuous contact with their assigned state land-grant universities, dialoguing with administrators, faculty and staff to assess climate and gauge stakeholder challenges and opportunities. Multiple liaison site visits have been conducted through this program over the past year and best practices and processes are shared among NPLs to strengthen the CSREES/LGU relationship.
- At the programmatic level, NPLs continuously interact with partnership colleagues, external partners, professional organizations, and each other to assess and integrate stakeholder input into their programs.
- CSREES also recognizes its role as a conduit of current research information. CSREES works closely with other agencies, organizations and land-grant universities and provides a mechanism to distribute information to stakeholders and partners. Outlets include multiple CSREES listservs, dedicated web pages, newsletters, teleconferences, trainings and conferences, all facilitated, monitored and moderated by NPLs managing them.

Approaches to Addressing Issues Related to Focus

Coordination is ensured by active participation in intra-and inter-departmental coordinating committees. In addition, CSREES continuously works to integrate research, education and extension activities. For example, as a result of the Financial Literacy and Education Improvement Act, part of the Fair and Accurate Credit Transactions (FACT)

Act of 2003, CSREES is one of 20 federal agencies seated to the Financial Literacy and Education Commission. The Commission coordinates financial education efforts throughout the federal government working with other organizations including the Land-Grant University and Cooperative Extension Systems.

National Program Leaders leading CSREES' competitively funded grants work with their CSREES colleagues to find and recommend faculty from the LGU that have knowledge and expertise in specific areas to serve on review panels. This provides a more accurate review of proposals and provides professional development for the faculty members at the LGU.

Providing Guidance to Partners/Grantees

Guidance provided through the timely recruiting and hiring of personnel allows CSREES to stay connected with internal and external partners to meet critical and emerging needs. For example, the Families, 4-H and Nutrition Unit recently hired a National Program Leader for 4-H Mission Mandates to fill a vacancy. Two additional NPL positions will be announced in the coming months. When filled, one position will provide leadership for Strategic Partnerships, including military partnerships and the other will provide leadership for Children, Youth and Families at Risk (CYFAR), urban youth audiences and 1890 and 1994 LGU youth audiences.

Post-Award Review Process

A post-award review process is in place for both formula grant funded and competitively funded research and integrated projects. Most projects are required to submit annual progress reports to CSREES' electronic Current Research Information System (CRIS). Progress reports are reviewed by National Program Leaders who are encouraged to contact the principal investigator if the report does not contain sufficient substance and request a revised report. In addition, the Rural Health and Safety Education Competitive Grants Program requires quarterly reports on project progress, challenges and successes. An award to establish a Personal Financial Assessment System (PFAS) for all military enlistees and their supervisors, funded by the U.S. Department of Defense through CSREES, is monitored on a monthly basis.

Programmatic or Management Shortcomings:

Although much progress has been made, at this time the CSREES Information System has yet to be implemented. Some issues still remain with respect to accessing information from the Plan of Work (POW) Annual Reports from the states as well as accessing information entered into the CRIS system. However, the Office of Planning and Accountability has made significant progress to tease out outcomes from the newly submitted plans of work based on the electronic format. Some of the preliminary outcomes gleaned from those reports appear to provide good data that feed into the annual reports. Additional efforts are underway to streamline the process.

Key Future Activities and Changes in Direction:

Through a variety of avenues, partnership colleagues and other partners have been encouraged to identify emerging trends and challenges facing rural families. Among the top issues identified in 2007:

- Early Childhood, Childcare
- Youth Development
- Aging & Caregiving
- Health, Obesity
- Debt, Poverty, Workforce
- Immigration, Culture

The system struggles to keep pace with the growing demand for educational resources, research, partnerships, and support necessary to meet quality of life challenges. Demand for high quality research and educational outreach continues to grow. The **eXtension Initiative** is proving to be an ideal vehicle for professionals engaged in efforts related to the CSREES Quality of Life in Rural Areas Portfolio. Where resources and gaps exist, partnership colleagues are embracing the opportunity to share the best QoL-related resources available to meet critical and emerging human and community needs. **eXtension**, www.extension.org, provides Internet visitors with reliable, up-to-date information on a variety of topics. It is a platform where Extension Educators from over 70 universities in the land-grant university partnership gather to develop and disseminate new information and resources.

For example, the **eXtension** family caregiving resource www.extension.org/family+caregiving provides knowledge and information for any adult providing care for someone older than 18 who is frail, disabled or unable to care for themselves. The information is divided into eight content areas: caregiving and disasters, employed caregivers, financial management, health, housing, nutrition, relationships and psychosocial well-being, and rural family caregiving. Materials include research-based, peer-reviewed articles, fact sheets, learning activities, linkages, and answers to commonly asked questions. The site complements the work of Cooperative Extension System Educators in more than 3,000 counties throughout the United States and is customized with links to local extension sites.

Another eXtension QoL-related site is www.extension.org/personal+finance. This site, which has received prestigious awards from two professional associations, offers interactive learning lessons and personal finance decision-making tools, more than 1,100 frequently asked questions, chats and webinars, and an ask-the-expert function. The site has obtained nearly \$500,000 in external funding since its official launch in February 2008.

What are Others Doing:

Recognizing that improving quality of life for people and communities takes a major coordination of resources, federal and national agencies and organizations are strategically collaborating to maximize limited resources and reduce duplicative efforts.

For example:

Helping America's Youth-The challenges facing youth have captured the attention of the nation. In response to this concern, a White House initiative on Helping America's Youth (HAY) was led by First Lady Laura Bush. The initiative was designed to raise awareness about the challenges facing youth and to motivate caring adults to connect with youth in three areas—family, school, and community. The *Community Guide Working Group* developed several on-line tools including a guide to forming community partnerships; *MapIt*, a tool to map community, state, and federal resources; and a Program Tool that allows users to search for evidence-based programs. In addition, land-grant universities nominated community partnerships of youth and adults that were invited to participate in one of five regional HAY conferences held around the country.

Federal Interagency Working Group on Child Abuse and Neglect Prevention-Child abuse and neglect is a problem that has many facets, and the Federal Interagency Work Group on Child Abuse and Neglect Prevention was created to provide a forum for collaboration among federal agencies with an interest in child maltreatment. Responsibilities include sharing information, planning and implementing joint activities, making policy and programmatic recommendations, and working toward establishing complementary agendas in the areas of training, research, legislation, information dissemination, and delivery of services as they relate to the prevention, intervention, and treatment of child abuse and neglect. In the past year, the group has promoted a series of webinars on best practices in child abuse prevention with participation exceeding 1000 professionals in the field.

Family Strengthening Peer Network-The group is comprised of professionals representing over 70 organizations in service provider, research, and policy analysis fields sharing and developing knowledge in family strengthening strategies and approaches. The group helped disseminate the *Family Strengthening Writ Large On Becoming a Nation that Promotes Strong Families and Successful Youth* to promote changes that would strengthen family relationships and financial stability. The CSREES National Program Leader-Family Science, co-chairs the group to facilitate the coordination of federal and national efforts in family strengthening.

Federal Interagency Working Group on Older American Indians-A mandate of the Older Americans Act, the FITFOAI represents departments and agencies of the federal government with an interest in older Indians and their welfare. The working group shares information and resources to improve coordination of programs and services; increases access to and availability of programs and services; simplifies and streamlines community systems for delivering programs and services; and assists Tribes as they plan, implement, and administer programs and services for the benefit of older Indians.

President's New Freedom Initiative on Mental Health-The mission of the committee is to study the United States mental health service delivery system, including both the private and public sector providers and advise the President on methods to improve the system so

that adults with serious mental illness and children with serious emotional disturbances can live, work, learn, and participate fully in their communities. The committee identified policies that federal, state and local governments could implement to maximize the utility of existing resources, improve coordination of treatments and services, and promote successful community integration for adults and children with a serious emotional disturbance. Subgroups with CSREES NPL and Program Specialist participation and leadership include:

- *Caregiving Subcommittee*- provides awareness of the range of programs and services of federal agencies that support caregivers across the lifespan. The subcommittee has coordinated a satellite broadcast series on a variety of issues related to caregiving (including presentations by CSREES NPLs)-providing professional development opportunities to service providers across the nation as well as educational and informational opportunities to caregivers and their families.
- *Working Group on Reintegration of Returning Veterans and Their Families*-is in the development stage and will work to create meaningful engagement among federal agencies addressing the issues and actions that enhance and facilitate an effective support system to meet the unique needs of military families.

Healthy Homes and Rural Housing-The Housing and Environment program is working with HUD and the Office of Lead Hazards Control and Healthy Housing as a funded grantee under their Healthy Homes program to provide outreach through land-grant partners. The group is working with USDA's Rural Housing Service to offer homebuyer education for first-time homebuyers, with the Department of Homeland Security, FEMA, and the Southern Regional Rural Development Center to obtain field assessments of disaster awareness and the state of emergency preparedness among disadvantaged households, and with research data from the University of North Carolina's Center for Urban and Regional Studies.

Financial Literacy and Education Commission-CSREES is one of 20 federal agencies represented on the Financial Literacy and Education Commission, established under Title V, the Financial Literacy and Education Improvement Act which was part of the Fair and Accurate Credit Transactions (FACT) Act of 2003. The FACT Act named the Secretary of the Treasury as head of the Commission and mandated the Commission include 19 other federal agencies and bureaus. The Commission coordinates financial education efforts throughout the federal government, and supports the promotion of financial literacy by the private sector, while also encouraging the synchronization of efforts between the public and private sectors. CSREES also is a federal partner in the *JumpStart Coalition for Personal Financial Literacy*, which focuses on Kindergarten through post-secondary financial literacy; the American Savings Education Council, which focuses on financial security in retirement, and the National Savings Forum, designed to encourage wealth-building and debt reduction by American households.

Section II: Primary Knowledge Areas

Knowledge Areas 801 and 607: Individual and Family Resource Management and Consumer Economics

KA 801 & 607 Introduction

Knowledge Areas 801 and 607 are combined to reflect the focus on the individual as a consumer of goods and services, and manager of household resources. Research, education, and extension work in this area increases knowledge about how individuals and families obtain and use resources of time, money, and human capital to improve their quality of life.

The objectives of Knowledge Areas 801 and 607 are to help emerging adults and welfare recipients transition to financial independence; to help vulnerable individuals and families improve financial stability, or the ability to meet day-to-day expenses; to encourage planning, savings, and investing to achieve lifelong financial security, and to understand how consumer choice affects household and business prosperity. These activities also are concerned with promoting science-based knowledge that expands our understanding of the macro-economic and societal incentives and barriers to financial security and serve as a foundation for best practices in policy and practices of family resource management and consumer education. Further, these activities are concerned with promoting efforts and opportunities in higher education to prepare the next generation of scientists and service providers.

Saving is pivotal to household asset development. Research has repeatedly refuted the assumption that low-income, limited-resource people cannot save. There are "savers" and "spenders" in all income classes. While those with low or modest incomes cannot save as rapidly as the affluent, almost all have the ability to build wealth over time. Saving is important at all economic levels, and even more so for low-income families who have fewer resources to withstand economic emergencies and shocks. When a household controls consumer spending and manages risk, thus controlling debt, it can channel savings for potentially higher-yielding outcomes (e.g. healthy lifestyles; health, life and disability insurance to manage risk and protect assets, and stocks, bonds, and mutual funds) or into home and small business ownership. Buying a home increases assets, in most cases, and is a key contributor to community prosperity. Where home ownership flourishes, residents take more pride in their community, are more civic-minded, benefit from better school systems, and experience lower crime rates.

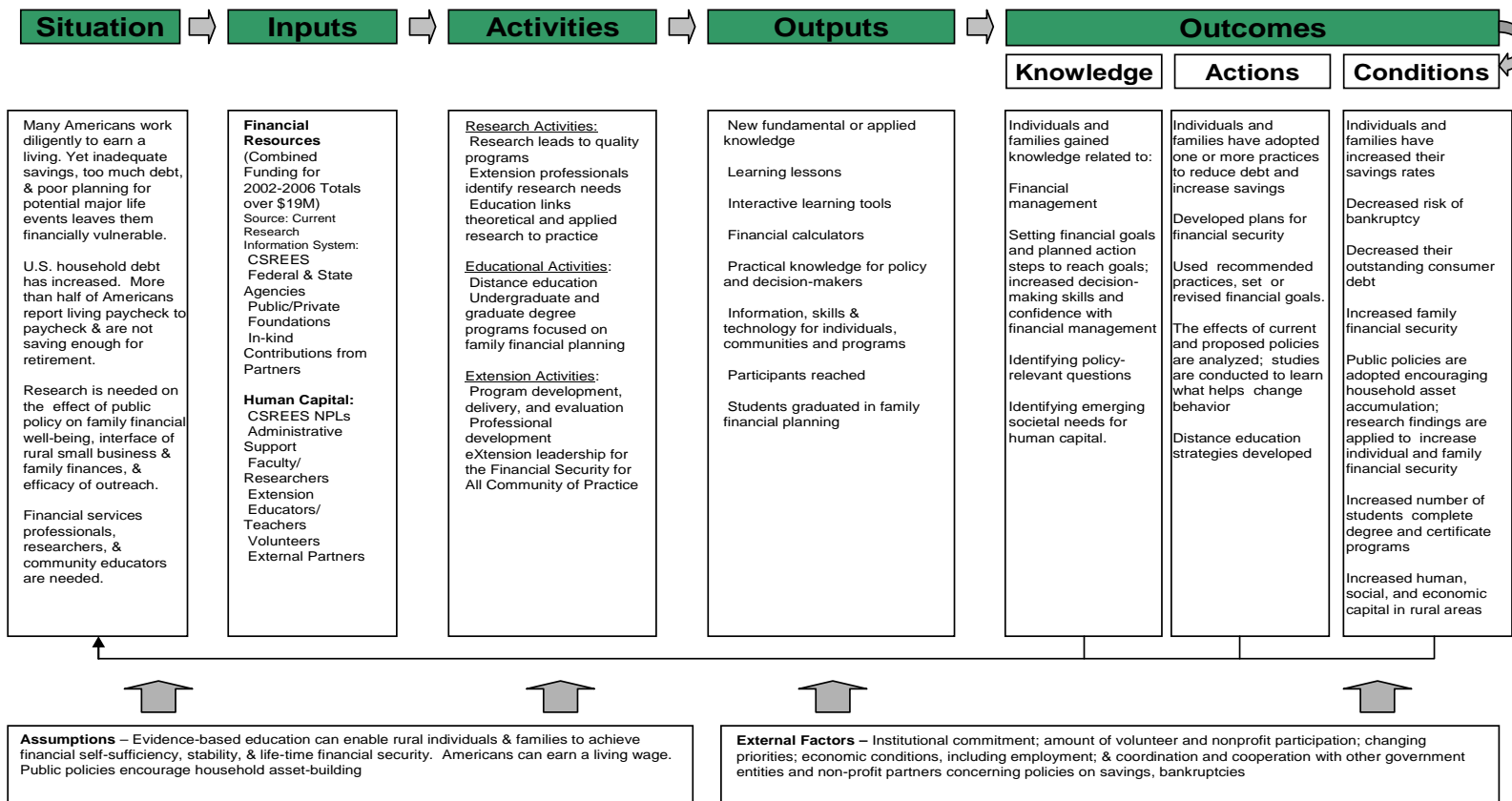
Household assets also increase as a result of investing in and growing a small business. Such businesses, which account for more than half of gross domestic product in the U.S. economy, are especially significant as a way for minority and rural households to accumulate wealth.

Extension targets programs for youth, low-wealth populations, and consumers making financial decisions throughout their lifetimes. It provides unbiased, research-based information and education via courses, web-based curricula, and other educational outlets

for people to acquire knowledge, skills, and motivation to build wealth, not debt. The emphasis of extension programs is on behavioral change to build personal wealth, obtain the skills to buy and maintain a home or start up a thriving business, optimize purchase decisions, avoid abusive lending practices, safeguarding financial identity, and plan for their long-term financial futures.

KA 801 & 607 Logic Model

KA 801: Individual and Family Resource Management (Family Economics) and KA 607 Consumer Economics



Key KA 801 & 607 Outputs and Outcomes:

Great Plains-Interactive Distance Education Alliance

CSREES (through OC-40 unit funds); continuation funding comes from tuition and fees paid by students.

Through Great Plains-Interactive Distance Education Alliance (Great Plains-IDEA) which launched in 2000, students enroll in one institution and take online courses from eight universities in the alliance. Coursework is offered by Iowa State University, Kansas State University, Montana State University, University of Missouri, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University. The master's degree includes 14 courses. Six of these cover the 89 competencies established by the Certified Financial Planner Board of Standards (insurance, investments, retirement planning, estate planning, personal income taxation, and fundamentals of financial planning); five courses include housing and real estate, professional practices, two practica, and case study/capstone; and three cover family concepts (family systems, family economics, and family financial counseling). Family financial planning is ranked as a high demand career by Jobs Rated Almanac. The land-grant university partnership has the potential, but not the capacity university-by-university, to deliver degree and graduate certification programs that address the societal need for financial services professionals.

Key Outputs

- Development of a guidebook for offering online degree and certificate programs via an alliance of universities
- Registration with the Certified Financial Planner Board of Standards

Outcome:

Great Plains-IDEA has graduated 90 students with master's degrees and 21 students with graduate certificates in Family Financial Planning. There are 191 students currently in the program, which has been registered with the Certified Financial Planner Board of Standards, Inc. Data about students who have achieved the Certified Financial Planner™ (CFP) designation is not recorded. Completion of coursework prepares students to take the CFP exam.

The National Endowment for Financial Education (NEFE) has launched a new NEFE High School Financial Planning Program (HSFPP) (see <http://hsfpp.nefe.org>). The program was delivered to a national network of representatives, including CSREES (in partnership with the land-grant system), and the Credit Union National Association (CUNA), and America's Credit Unions. Through a Memorandum of Understanding between CSREES and NEFE, Cooperative Extension's campus- and county-based staffs across the country have collaborated with NEFE for nearly twenty years to increase the financial literacy of high school students. This financial education is important because teens are active consumers of financial products and use transaction accounts, credit and debit cards, loan instruments and investment vehicles. Further, nearly half of the states do not include personal finance instruction in education standards for public schools. With

the new NEFE HSFPP program, teachers are being trained and teens across the country are using the new material.

Since April 1, 2007 when the new HSFPP was launched, Cooperative Extension has been responsible for nearly 700 requests for materials, resulting in orders for 62,265 Student Guides.

Key Outputs

Cooperative Extension, a major program partner along with the Credit Union National Association and America's Credit Unions accomplished the following:

- 191 training and conference events at which over 8,200 instructor's manuals were distributed.
- The HSFPP has won two awards recently, the Association for Financial Counseling and Planning Education Best Financial Education Curriculum, and the Excellence in Financial Literacy Education Award from the Institute for Financial Literacy (Institutional Book of the Year Award).
- Overall, the launch has produced over 7,000 orders for over 700,000 student guides, more in 7 months than was sent out in any previous year. The new HSFPP Web portal is available at <http://hsfpp.nefe.org/home/> to view the HSFPP video, the HSFPP Student Web site, and the HSFPP Parents' Web site.

Outcome

Extension educators and partners will likely increase their ability to promote and recruit teachers to deliver and evaluate the programs while increasing awareness and knowledge about the HSFPP. Further, students will gain knowledge of financial management and have increased confidence in making financial decisions. Ultimately, students will achieve and maintain financial security over their lifetimes.

- A rigorous, national evaluation of the program, conducted by the University of Minnesota Extension, is funded and scheduled for late 2009.

America Saves

Smith Lever 3 (b) and (c)

CSREES, in partnership with the land-grant system, provided leadership for America Saves Week (February 24- March 2, 2008). America Saves Week is a nationwide campaign in which a broad coalition of nonprofit, corporate, and government groups help individuals and families save and build wealth. Savings are needed for buying a home, paying for an education, or preparing for retirement. Currently, however, the U.S. personal savings rate is near zero. Most Americans are not saving adequately, and many lower-income households do not even have adequate emergency savings for unexpected expenditures such as car repair. During this campaign, other national partners became involve, including the Department of Defense, IRS, Federal Reserve Board, National Foundation for Credit Counseling, United Way of America, and Annie E. Casey Foundation.

Extension's major contribution emanated from local Extension educators in 24 states.

Key Outputs

In these states, the following was accomplished:-

- 1,465 direct methods such as workshops, mail, financial fairs, and conferences reached 97,352 youth and adults.
- 1,457 indirect methods, such as media, websites, exhibits and flyers, reached 7.7 million Americans.

During the 2008 America Saves campaign, Extension collaborated with 1,320 partners and volunteers, including financial institutions, banks, credit unions, and school systems. Funds derived from sponsorships or in-kind funds, such as savings bonds, piggy bank awards, and free media amounted to \$454,265.44. At the national level, Extension announced www.extension.org, where experts offer unbiased help with financial questions 24-7, and 365 days a year.

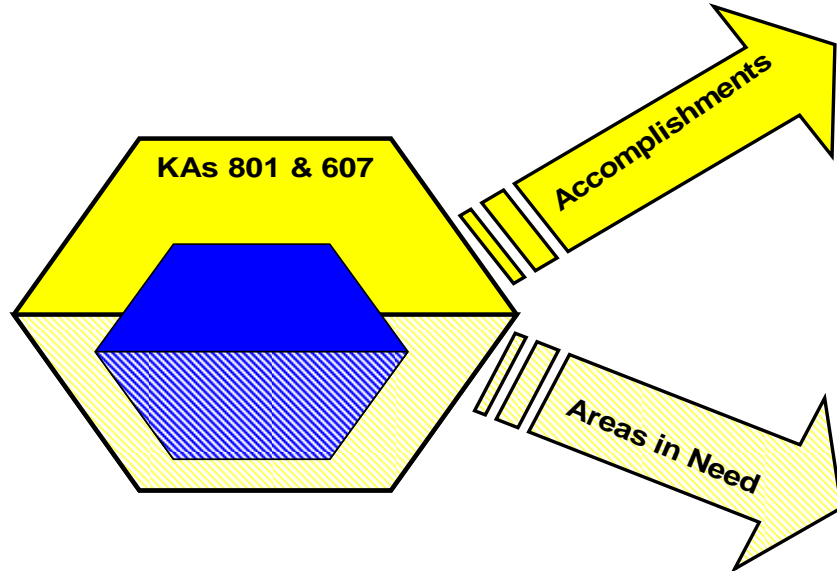
This eXtension site (pronounced ee-Extension) provides research-based, reliable consumer information with online learning lessons, and a community of practice that maintains more than 1,100 of Frequently Asked Questions, providing real-time answers. This site also offers an Ask the Expert feature that allows the electronic submission of specific questions which generates a timely personal response from an educator at one of the Cooperative Extension System's land-grant universities. The national Extension website dedicated to America Saves Week http://www.csrees.usda.gov/nea/economics/fsl/edu_saves.html offers press releases, motivational workshops, and grant opportunities offered by the Consumer Federation of America. This site also offers other resources such as an educator's guide, reports and videos.

Outcome


During America Saves Week 2008, 5,596 Savers enrolled with \$748,906 in monthly savings and pledged to open 4,926 accounts.


KA 801 & 607 Honeycomb

Knowledge Areas 801 & 607: Individual and Family Resource Management (Family Economics) and Consumer Economics



KAs 801 & 607 - Major Themes


 Financial Independence, Stability, and Security

 Individuals and families have increased their knowledge, skills, and motivation to plan and take action to secure their financial futures by building wealth, not debt.

More household savings are available to fund post-secondary education of family members and provide start-up capital for rural small and home-based businesses.

Multiple universities have shared resources and expertise to offer an Internet-based master's degree program in family financial planning, setting the stage to expand the pool of highly qualified financial service providers.

Research has expanded knowledge about the significance of family-owned business to rural economics and households, and the effects of public policy on family economic well-being.

 Conduct research to better understand the psychological and cultural incentives and barriers to personal savings.

Increase the number of projects designed to understand consumer demand of goods and services and its effect on business profitability.

Advance multi-disciplinary approaches to link household assets and community economic development.

Expand the university alliance model to deliver family financial planning degree programs through 1890 and 1994 colleges and universities.

Create more opportunities to reach low-wealth individuals and families with basic personal finance education.

Maximize the capability of eXtension to reach communities of interest targeting youth, financially vulnerable families, and people throughout the life cycle making decisions affecting their financial security in later life.

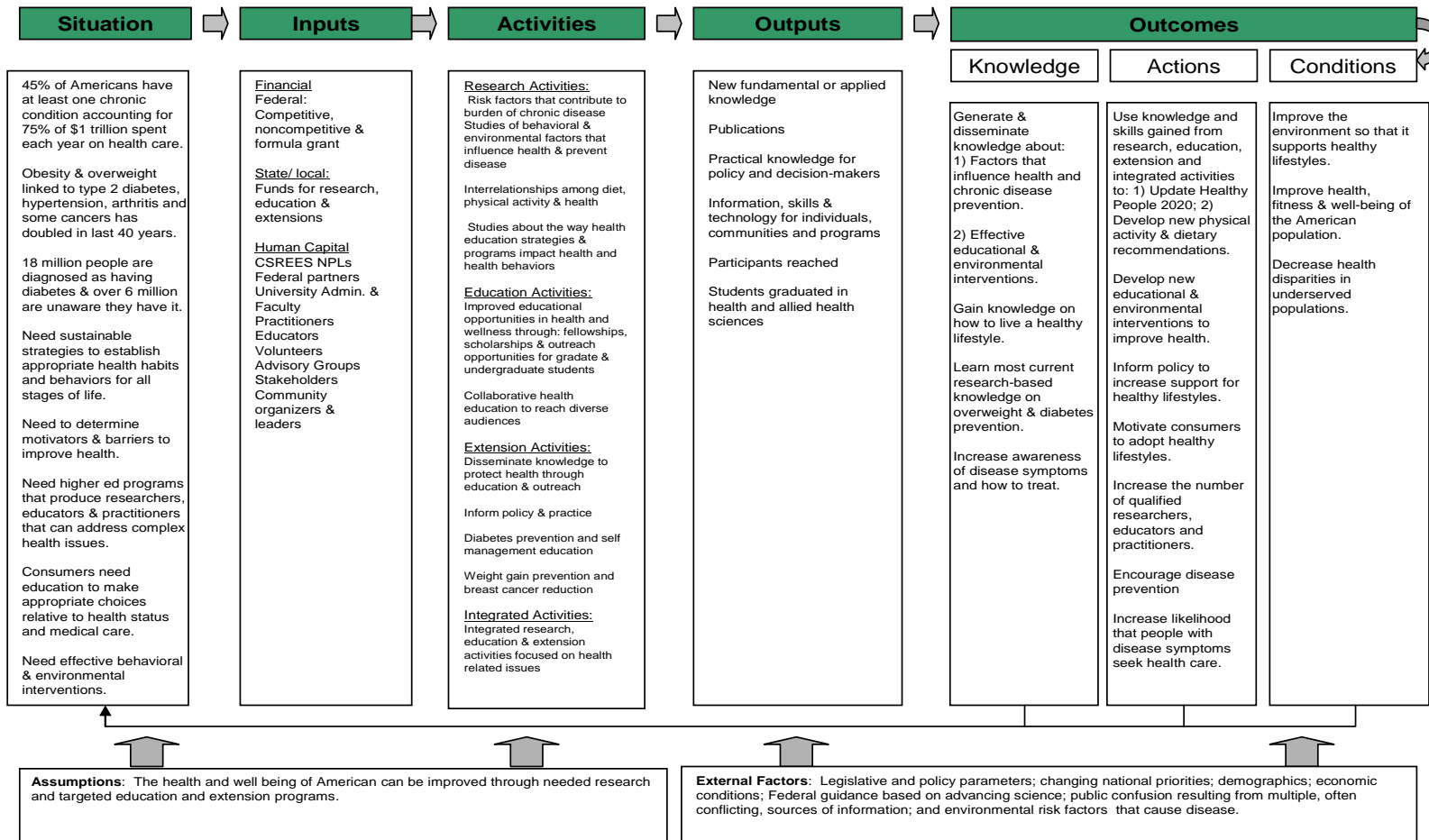
Knowledge Area 724: Healthy Lifestyle

KA 724 Introduction:

This KA has many aspects that intersect with human nutrition, physical activity, and healthy lifestyles. CSREES has funded work for this KA that frequently involves population groups at risk, factors that promote or hinder healthy lifestyles, research on the development of a theoretical basis for behavior related to healthy lifestyles, and education and extension activities to strengthen the reach of health programs. KA 724 focuses attention on the health aspects of quality of life in rural America. In 2007, 13 projects (3-D and other grants) that addressed healthy lifestyles included human nutrition KAs or classifications. In each case, the targeted population lived in rural America and represented one of the underserved population groups to include aging Americans.

KA 724 Logic Model:

KA 724: Healthy Lifestyle



Key KA 724 Outputs and Outcomes:

Nutrition and Physical Activity

(724=50%; 703=50%); NRI

NRI project to teach weight loss to pre-menopausal women using the 2005 Dietary Guidelines focused on low-income or economically disadvantaged populations. Nutrition and physical activity teaching modules developed in terms of specific food recommendations and reading level were presented over a 12 month period (4 months weight loss; 8 months weight maintenance). Collection of biochemical endpoints (lipids, C-reactive protein, glucose, insulin, body composition) will be used to show change in knowledge and behavior.

Key Output

Publication: Development and Formative Analysis of a Theory-Based Weight Loss Program Based on the 2005 Dietary Guidelines by Tricia, Psota, Lohse, Kris-Etherton published in FASEB Proceedings, 2007.

Outcome

Results from this study, along with the educational materials developed, may be used by dietitians and health care practitioners to assist women in using the Dietary guidelines and current recommendations in a healthy weight loss program.

Rural Obesity

(724= 50%; 704=50%); Special Research Grant

Special Grant examined lifestyle interventions necessary to reduce diabetes risk, or its progression and consequences among overweight individuals with impaired glucose values. A 3-year lifestyle intervention program, the Lifestyle Challenge Program based on the Diabetes Prevention Program was implemented in two phases in rural NY. Phase one was a 20-week behavioral weight loss program implemented among overweight individuals at a local hospital. Phase two was the same program implemented in 10 rural NY sites with controls in 10 other sites but not exposed to this program. Behavioral and clinical measures were recorded.

Change in Action

During 2007, those completing the program showed improvement in weight loss (mean weight loss 15 pounds) and blood pressure (mean drop 17 mmHg systolic and 10 mm Hg diastolic). In addition, program will be shortened to 16 weeks and a fourth session will be added at 3-month intervals after program completion to improve sustainability of weight loss and improved biochemical measures.

Arkansas Extension *Reshape Yourself* is a three part program to weight management and healthy lifestyles.

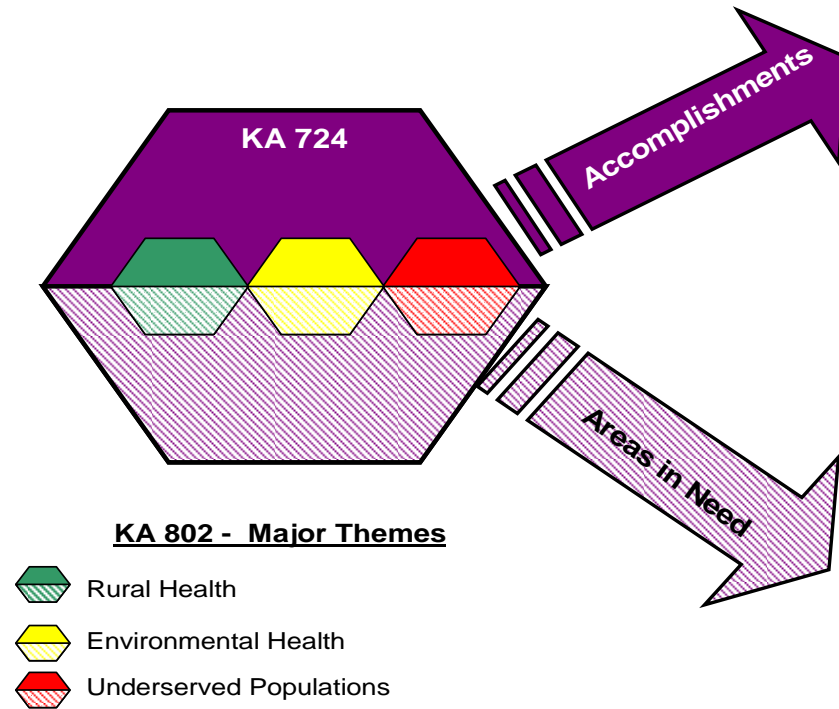
Outcome




As result of program participation:




- 43% of participants decreased blood pressure
- 58% decreased blood cholesterol
- 43% decreased blood pressure
- 25% who had changes in medication reported a reduced or eliminated prescription as a result of change made

KA 724 Honeycomb:

Knowledge Area 724: Healthy Lifestyle



-  Development of a leader-trainer program on Alzheimer's disease for the Kentucky Extension homemaker's organization.
-  Increased the capacity of Extension health professionals to use an environmental approach for obesity prevention a modifiable risk factor for breast cancer.
-  The Diabetes, Detection and Prevention Project developed two booklets, *On the Road to Living Well* and *Diabetes and Keep Moving, Keep Healthy with Diabetes* and when used in conjunction with diabetic screening and awareness activities successfully reached underserved and at-risk for diabetes clients in five states.

-  Increase community knowledge about normal and pathological mental health aging and access to mental health resources.
-  Implementation of environmental intervention model for worksite weight-gain prevention/breast cancer reduction in rural communities.
-  Need a better understanding of why many underserved people screened with diabetes never make it to a health care provider. Need increased project outreach for diabetes screening and use of education materials to nationally.

Knowledge Area 802: Human Development and Well-Being

KA 802 Introduction:

Strong, healthy families are the foundation of American communities, and family well-being is a shared priority for all Americans. CSREES strengthens families through effective and widespread collaborations among federal, state, and local agencies throughout the nation. CSREES and the land-grant partnership promote family strengthening from the perspective that strong families raise children to become responsible, productive, and caring adults.

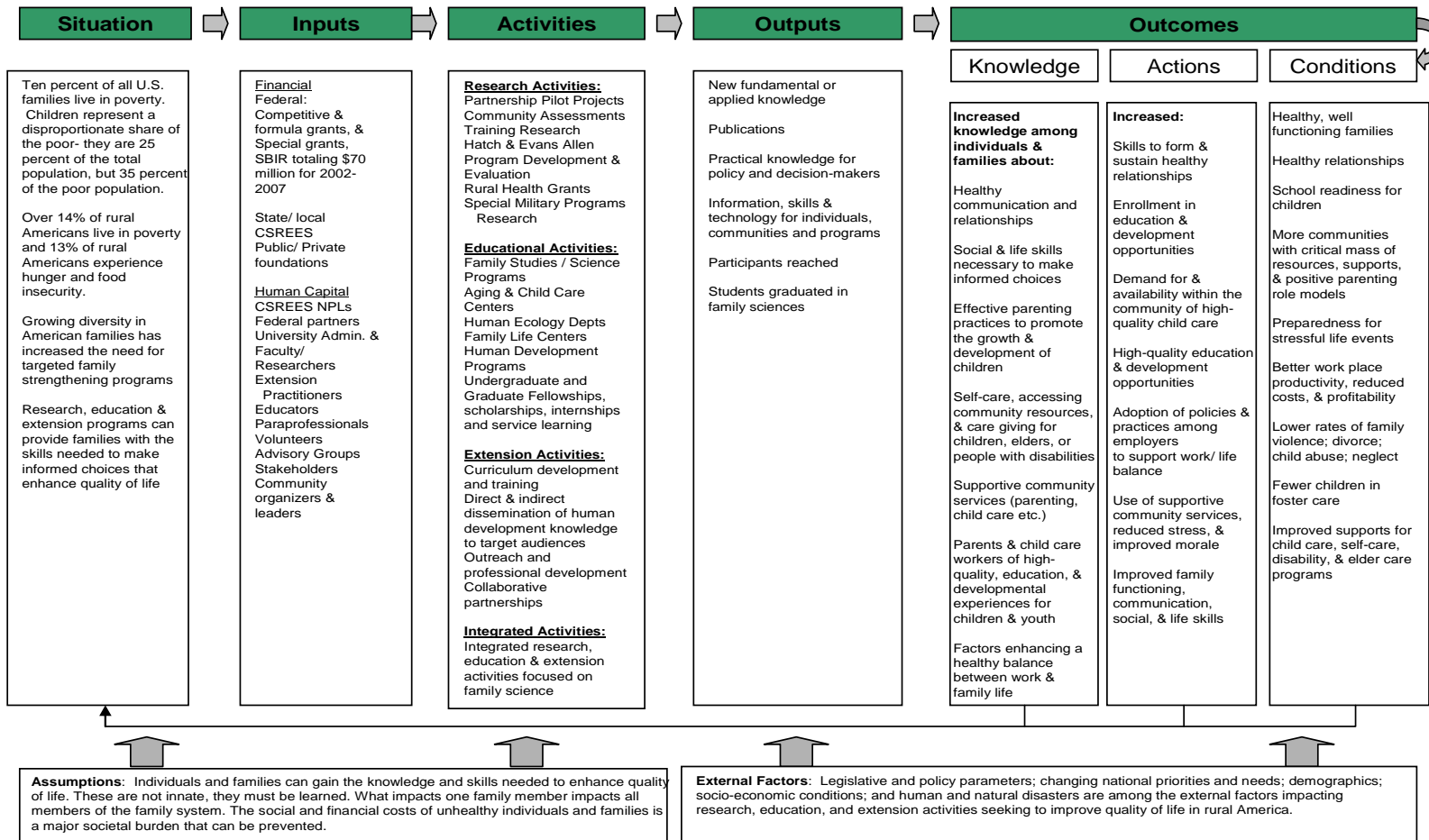
Ensuring the well-being of families is the cornerstone of a healthy society, requiring universal access to supportive educational programs and services through strategic planning and partnerships.

The objectives of CSREES' work in Knowledge Area 802 are multi-faceted. Research, education, and extension work in human development and well-being provides an understanding of the social, cognitive, emotional, and physical development of individuals and families over the lifespan and focuses on family and lifecycle studies.

This work provides a contextual understanding of family systems, family performance, and the overall well-being of families in society. The work relates directly to the CSREES and USDA goals supporting the improvement of quality of life in rural areas. Because it encompasses family life from an ecological perspective KA 802 compliments and is integrated with a wide variety of KAs in the CSREES strategic plan.

KA 802 Logic Model:

KA 802: Human Development and Well Being



KA 802 Key Outputs and Outcomes:

Foster Care

(802= 50%; 805=50%); Hatch

Last year, 536 foster care children in Michigan and 20,000 nationally, aged out of foster care. Michigan Agricultural Experiment Station assessed the impact of multiple placement moves on adults who lived in foster care for at least some portion of their childhoods on educational outcomes.

Outcome

Findings from this study indicate that foster care alumni experience great challenges and are resistant to building a long-term social support system. The number of placements a foster care alumnus had correlated strongly with difficulty in forming supportive relationships into adulthood. The length of time a young person spent in care was also a predictor of difficulty in forming supportive relationships in adulthood. These preliminary results are the first of their kind to quantitatively define the challenges foster care alumni have in building and maintaining social relationships since leaving the foster care system.

Child Care

(802= 50%; 805 =40%; 608=10%); Hatch

Iowa State University research studies 2003-2007 examining Iowa's child care found that much of Iowa's child care is of poor or mediocre quality. Overall, 20% of all observed Iowa child care was judged to be good, 58 % was judged to be mediocre, and 22% was poor. Nearly 20% of the observed infant child care centers in Iowa offered poor quality care; none were offering good quality care. 40% of the observed family child care homes offered poor quality. Thirty-four percent of Family Child Care providers reported receiving no child care training within a 12 month period. *Child Care That Works* self study video lessons were provided to assist child care providers in meeting state licensing requirements.

Key Outputs

The New Childcare Staff Orientation provided 16 hours of instruction for child care center staff. Early Childhood Environment Rating Scale (ERS) Training provided child care center directors, preschool teachers, infant toddler teachers and school-age teachers with self assessment, intensive instruction, and guidance in developing a program improvement plan to strengthen the quality of early childhood education.

Outcome

A retrospective post-pre test survey of child care professionals (n= 1281) participating in the early childhood ERS training indicated that they were able to better identify strengths and limitations, prioritize changes, and develop a workable plan for program improvement. This perceived change in knowledge, skills, and abilities was statistically significant indicating that the ERS training is indeed making a difference in equipping

and empowering early childhood professionals to improve the quality of their child care services. Professionals (n=514) surveyed in a 3-month follow-up survey of child care quality training indicated an improvement in learning environments and teaching strategies.

Job Readiness

1890 Extension Formula Funds

Because of limited resources and reduction in staff in many rural schools in Southwest Mississippi, the school system is unable to provide job readiness programs for students to properly prepare them for the workforce. In response, Alcorn State University staff developed *The Working Class* curriculum and conducted two trainings to train area extension educators.

Key Output

As a result of trainings, area extension educators in Southwest Mississippi delivered 50 educational sessions to 510 youth, and five career fairs to prepare youth in job readiness skills. According to the job readiness survey:

Outcomes

45% of youth participating in the job readiness program increased their knowledge about the job search process.

40 % of youth participating in the program reported an increase in their communication and interviewing skills.

Building Strong Families

Smith Lever 3(b) and (c)

Basic skills, socialization, and educational motivation are first taught in the home. Many youth, however, are growing up in environments that lack parental supervision and support, and lack quality time to build trusting relationships. Because of these circumstances, youth may suffer from anti-social behavior such as gang participation, crime, disruptive school behavior, school drop-out, and drug and alcohol addiction. North Carolina Family and Consumer Science agents are assisting in building strong families by educating citizens on parenting and family life issues. Agents conduct camps, workshops, trainings, and conferences that help address the very real and important needs of parents. These educational efforts emphasize the importance of quality family time and encourage skill development for parents.

Key Output

As a result of participating in educational programs, 3,928 parents attended parenting education classes, including 3,039 limited-resource persons and 920 court-mandated or DSS-referred parents.

Outcome

As a result of these classes, 1,810 reported adopting effective parenting practices, 2,449 adopting practices in motivating and guiding children, and 2,095 parents said they adopted practices in nurturing their children.

Alzheimer's Series

Smith Lever 3(b) and (c)

Currently, over 16,843 people in Montana are diagnosed with Alzheimer's disease. Residents in the 50 Frontier designated counties experience obstacles in accessing care for families coping with Alzheimer's. Obstacles include: distance, terrain, climate, lack of provider and fewer available specialty services according to the MT Chapter of the Alzheimer's Association. The fastest growing population is among those over 85, some of whom are not able to live alone and require family assistance. Due to the rural nature of the state, Alzheimer's patients and their families are often isolated with few resources and supports creating greater challenges for the caregiver.

Because of this and based on feedback from community professionals/practitioners and constituents, it was decided that each topic specialist spend a week in an area of the state presenting his or her seminar in several communities. This allows more caregivers to participate in the series without having to leave their communities. The result was the development of a five-week educational series—The Alzheimer's Caregiving Series—using diverse effective adult educational strategies in two and a half hour seminars focusing on: an introduction to Alzheimer's disease; family interactions and caregiver stress; nutrition; financial planning and legal issues; and Alzheimer's proofing the home.

Program evaluations indicate that caregiver participants have significantly increased their self-confidence in caregiving and feel much better prepared for their role as a caregiver. Each year, a section of the state is targeted to receive the Montana State Extension Alzheimer's Series.

Key Output

Over the past three years, 236 people have benefited from the series, 56 southeast Montanans during 2007. A manuscript on the evaluation of the series was accepted for publication in the Journal of Extension.

Outcome

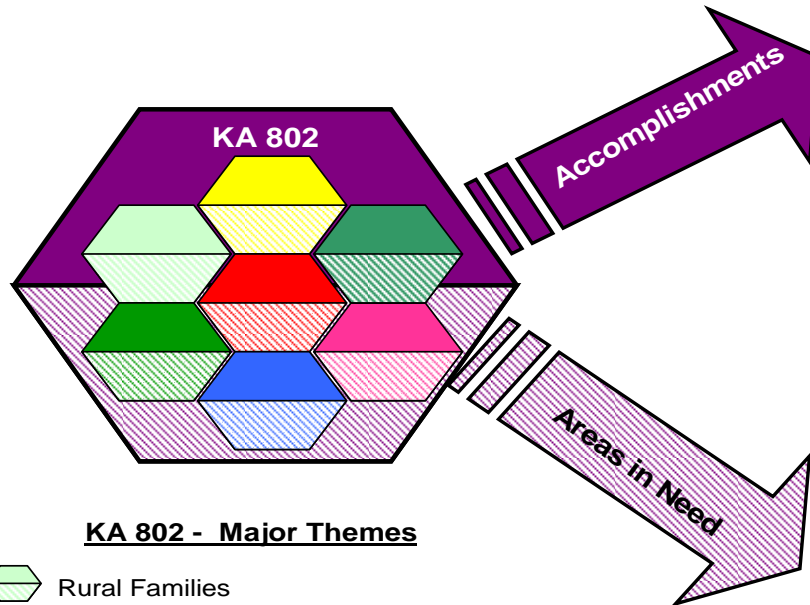
Evaluation results indicate that participants in the series learned financial planning techniques, nutrition, home modifications and family interventions related to caring for an Alzheimer's patient. Reports also show that participants of the mini-series feel more comfortable in their caregiving role and have a greater understanding of how they can assist a loved one who is afflicted with Alzheimer's.

Because of their experiences with this mini series, 107 participants enrolled in the Powerful Tools for Caregivers course and 16 new class leaders were trained. The








Powerful Tools for Caregivers course is designed to help the caregiver learn self care so they can provide care - either direct or managed to a loved one. Participants indicated the following: used action plans learned (78%), used relaxation tools taught (70%), positive self-talk (70%), used I messages (85%), are confident in helping with daily tasks (48%), can cope with the stress (63%), can do something to feel better when feeling discouraged (56%), are confident they can discuss needs and concerns related to caregiving with family members.








KA 802 Honeycomb:

Knowledge Area 802: Human Development and Well-Being



KA 802 - Major Themes

-  Rural Families
-  Parent Education
-  Child Care and Early Childhood
-  Family Relationships
-  Family Caregiving
-  Military Families
-  Work and Family

-  In the Rural Families Speak multistate research project, one study of impoverished, rural mothers (n=307) contributed findings focusing on the connection between supportive relationships and mental health to a database being created to improve the limited knowledge base on this subject matter.
-  Studies show that parents who use Just-In-Time parenting newsletters feel reassured about their child's development, their ability to identify emerging problems, and how to find appropriate help.
-  The Better Kid Care Program provided educational opportunities for child care workers, including direct trainings, distance education via video & web-based learning, newsletters & other publications, and full-day conferences.
-  The Healthy Couples, Healthy Children project helped reduce the risk of child abuse and neglect and promote child well-being by fostering healthy couple and co-parenting relationships.
-  The Alliance for Family Caregiving provided training, educational resources, & support and facilitated linkages and networking opportunities to enhance the knowledge & quality of life of caregivers & families throughout Wisconsin.
-  Through the Army Substance Abuse Program at Fort Hood, Texas Cooperative Extension Agents have briefed 100% of the Units and over 85% of the 45,000 soldiers on Fort Hood on prevention resources.
-  In partnership with the AARP Foundation, state Extension offices are working with small businesses to increase awareness of caregiving issues on workplace productivity and family life.

-  Expand collaborations in all areas of rural family life
-  Enhance standards/indicators for parent education programming & evaluation
-  Expand work/professional development in child care and early childhood education
-  Expand collaborations in decreasing divorces
-  Expand resources and professional development in adult development/aging
-  Expand collaborations to support all areas of military family life
-  Work with employers on caregiving and work/life balance issues

Knowledge Area 804: Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures

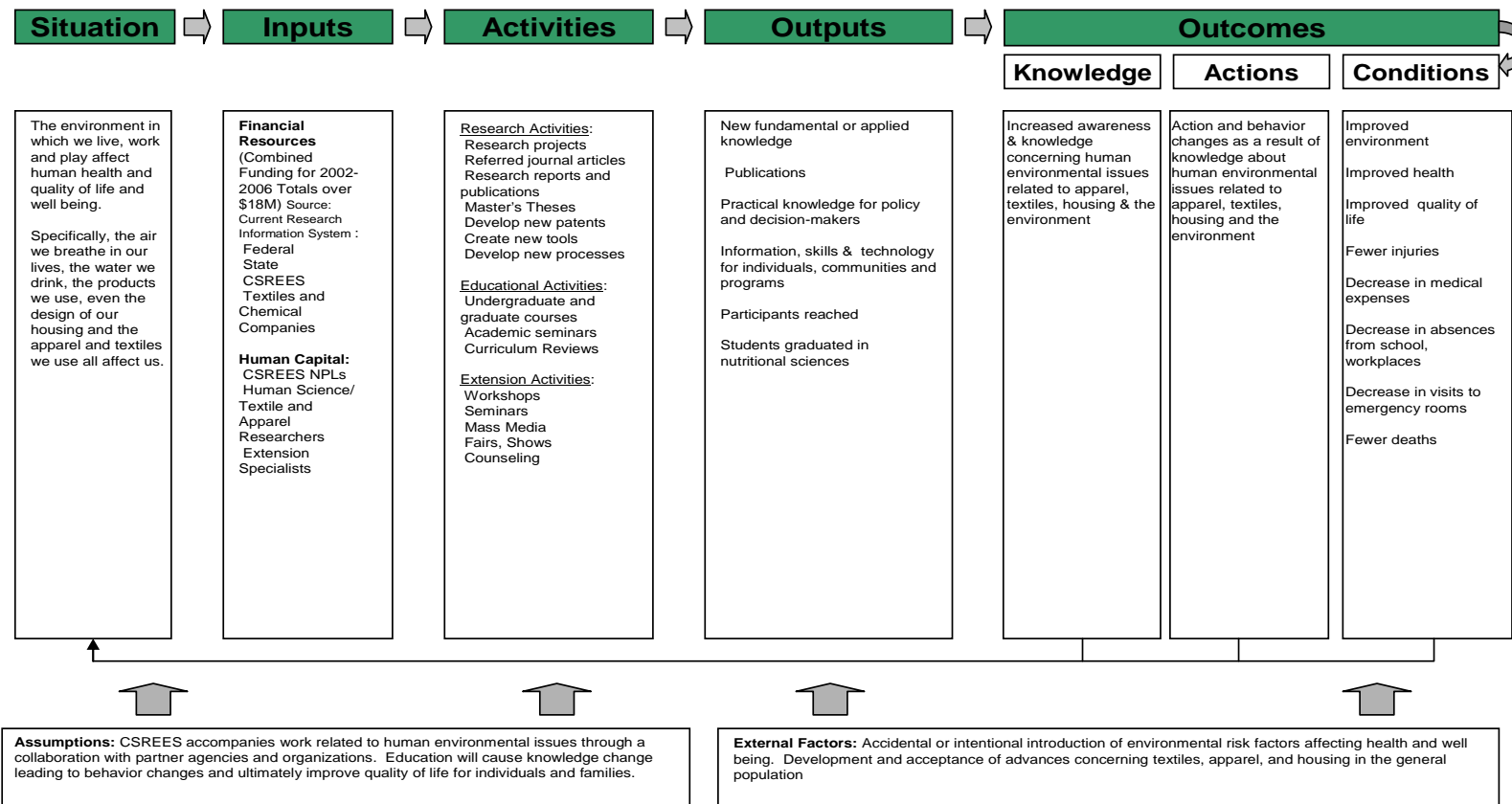
Introduction:

Work in the area of Human Environmental Issues follows Congressional mandates as set forth in the Clean Air Act (1970), the Safe Drinking Water Act (1974), the Clean Water Act (1977), the Pollution Prevention Act (1990), the Residential Lead-Based Paint Hazard Reduction Act of 1992 and regulations issued by federal agencies. Research, education and extension work in human environmental issues concerning apparel, textiles and residential and commercial structures provides an understanding of the social, economic and design aspects of housing and the social, aesthetic and functional aspects of apparel and textiles. Work in this area provides a better understanding of the interface among producers, retailers and consumers. This work relates directly to the CSREES and USDA missions –to support the improvement of quality of life, particularly in rural America and funds are allocated to three distinct areas: Apparel and Textiles, Housing Environmental and Health/Safety, and Housing Affordability.

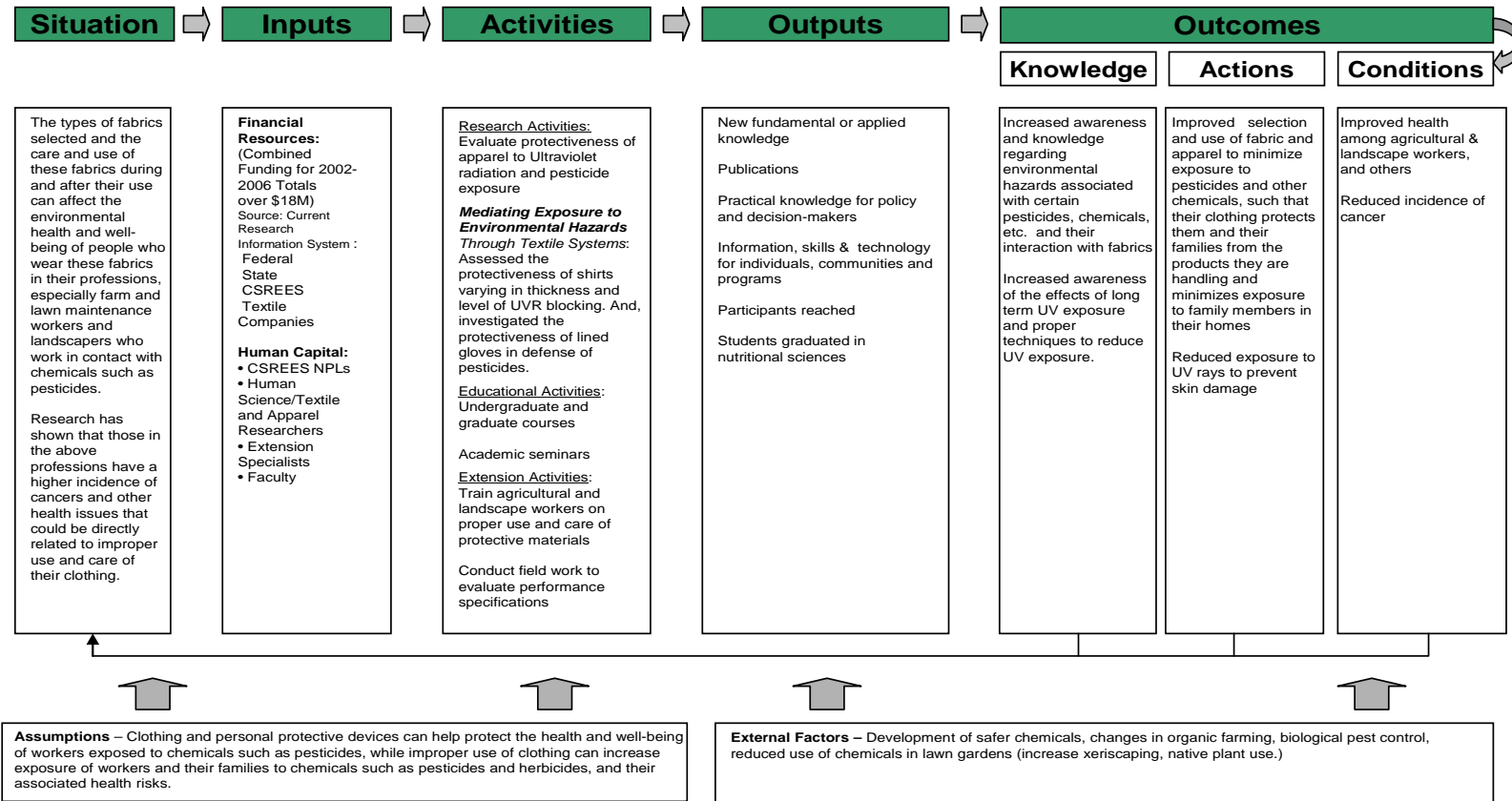
This KA addresses the basic human need of protection from natural and man-made environments. USDA supports basic and applied research, education, and extension efforts to improve the protection offered by textiles, apparel, and housing. USDA supports producers, manufacturers, and consumers by supporting expansion of the range of fiber crops, finishes, fabrics, and home production materials and techniques used to make textiles, apparel and housing. If production is more efficient or more innovative, productivity, market share, and farm incomes may be increased, while better serving consumers. USDA seeks to expand the options available to home buyers and renters by supporting research to make housing more affordable. USDA supports efforts to minimize harm to the health of workers and consumers by reducing exposure to hazards both natural (ultraviolet radiation) and man-made (chemicals, pesticides, cigarette smoke, etc.).

KA 804 Logic Model

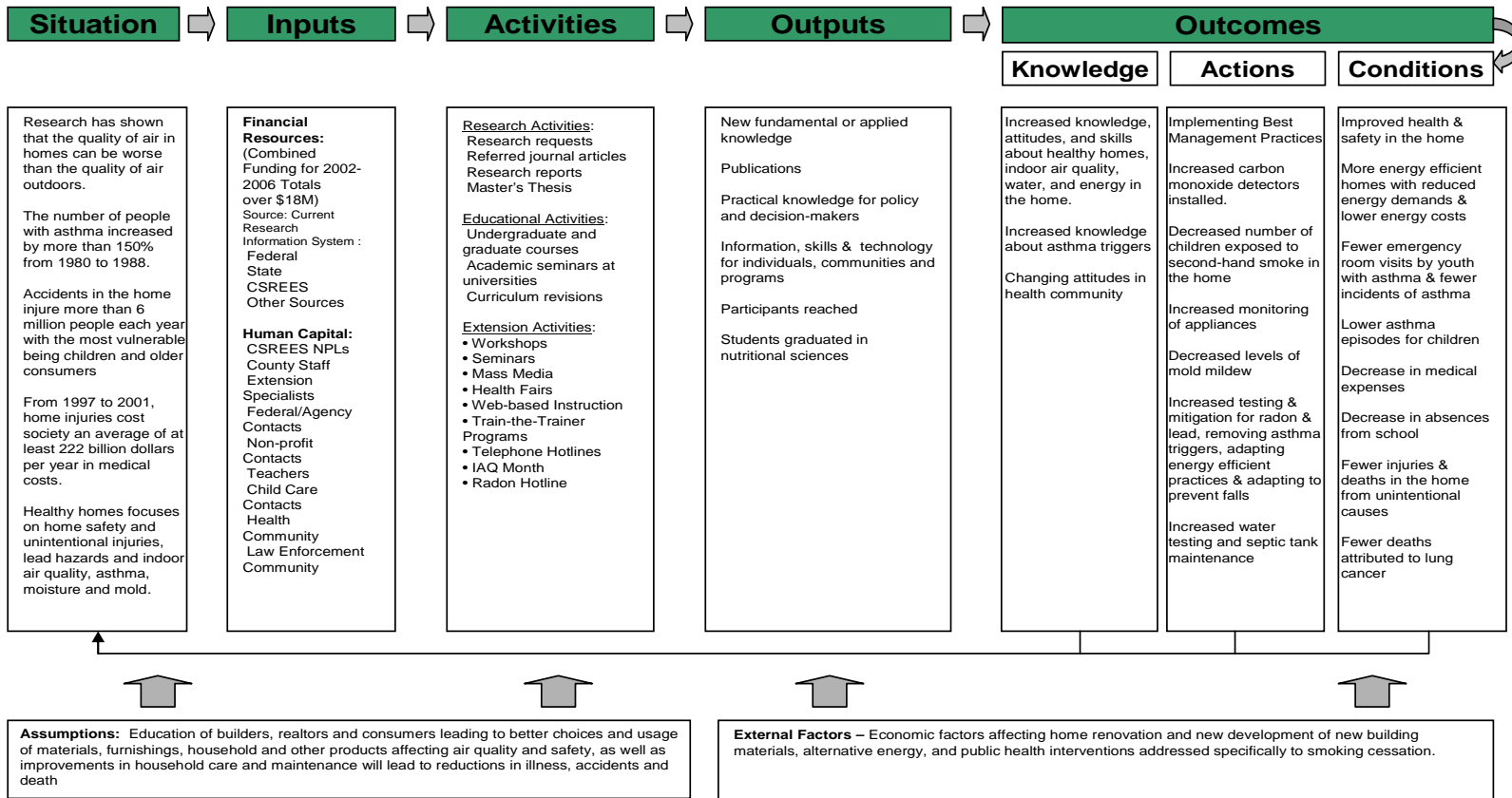
KA 804: Human Environmental Issues Concerning Apparel, Textiles and Residential and Commercial Structures



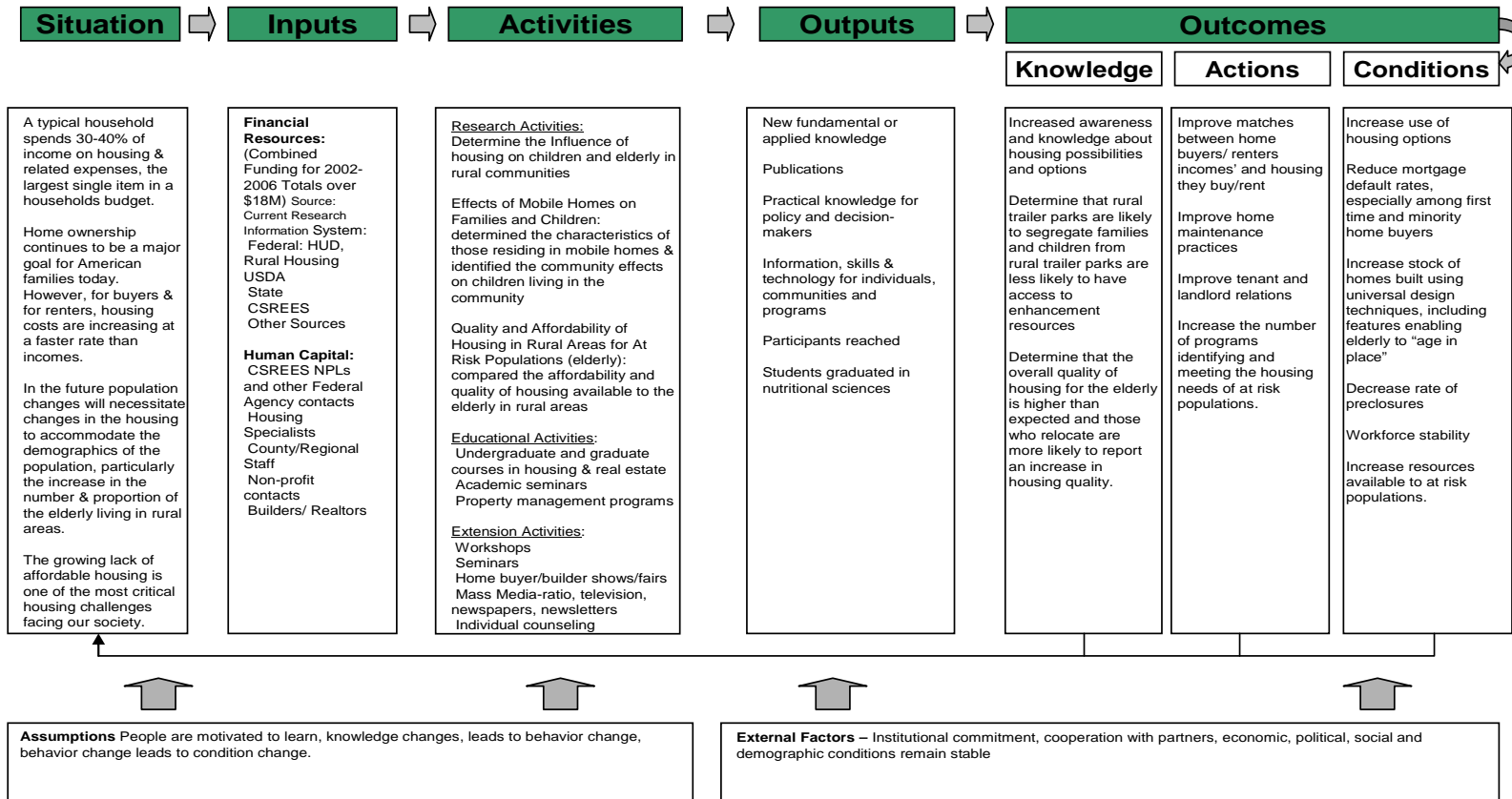
KA 804: Human Environmental Issues Concerning Apparel and Textiles



KA 804: Human Environmental Issues Concerning Indoor Environmental and Health/Safety/Issues



KA 804: Human Environmental Issues Concerning Housing Affordability



Key KA 804 Outputs and Outcomes:

Indoor Air Quality

Smith Lever 3(b) and (c)

Most people spend approximately 90% of their time indoors. This can be highly harmful to their health if we consider the scientific evidence, indicating that toxic levels in air in interiors can be higher than the outdoor air in even the largest and most industrialized cities. The lung is the most common site of injury by airborne pollutants.

In the University of Puerto Rico *Protect the Air You Breathe: An Indoor Air Quality (IAQ) Project*, 4-H youth were trained about the 4-H IAQ Health Project and participated in the 4-H IAQ competitions at the local and regional level. Adults participated in the "Healthy Indoor Air for America's Homes" program, focusing on second-hand smoke and asthma prevention.

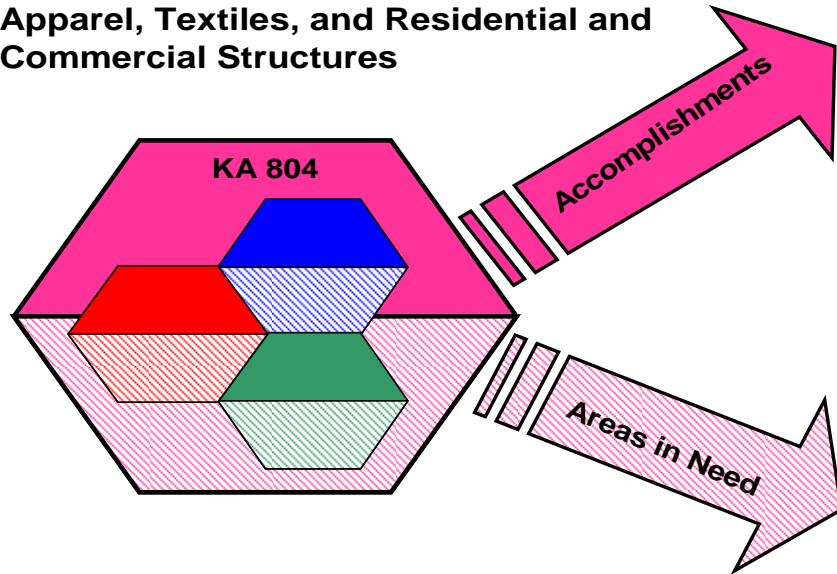
Outcome

In the area of indoor air quality (IAQ), 191 youth completed the short course Youth Protect the Air You Breathe. Of these, 133 participated in the IAQ 4-H competitions, 122 limited and used more wisely the products with volatile organic compounds (VOCs); 163 promoted not smoking, and 172 detected and removed biological hazards in their homes.




Two hundred and seventy-two (272) adults learned about indoor air contamination through short courses, seminars, and home assessment. Of these, 117 improved/corrected moisture levels in the home, 207 detected and controlled indoor air contaminants in their homes, 150 took steps to check/maintain/correct combustion appliances, 202 detected and removed biological hazards, and 72 took steps to maintain the air conditioning equipment in optimum conditions.




KA 804 Honeycomb




Knowledge Area 804: Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures



KA 804 - Major Themes

-  Apparel and Textiles
-  Indoor Environmental and Health Safety Issues
-  Housing Affordability

-  Increased awareness and knowledge regarding environmental hazards associated with fabric.
Better understanding of the need for protective clothing, factors affecting acceptance and use, and development of products to address unmet needs.
-  Increased knowledge about indoor air quality, healthy homes, and energy in the home.
Homes tested for environmental hazards.
-  Increased knowledge of effects of housing environments on families.
Increased knowledge on housing options.

-  New plant-based fibers and textiles research.
Better fitting, better functioning and less expensive protective clothing to protect against bio-hazards.
More research to build basis for nano-materials science.
-  Energy conservation and use in new and existing housing emphasizing sustainable use of natural resources.
Disaster resistant housing.
Obesity and the built environment.
Land use connections to the environment.
-  Addressing the aging population & affordability issues.
Property management programs/courses.
Housing alternatives and workforce housing.

Knowledge Area 805: Community Institutions, Health, and Social Services

Introduction:

The research, education, and extension missions have health and well-being as overarching themes in the agricultural sciences, human sciences, youth development, community resource development, and public policy arenas. The health area addresses a broad array of issues including home, farm, and community safety, wellness and fitness, and disease prevention and management. Health programs have clear linkages to nutrition research and education, food safety, AgrAbility and farm safety, pesticide safety, air and water quality; all programs administered by CSREES.

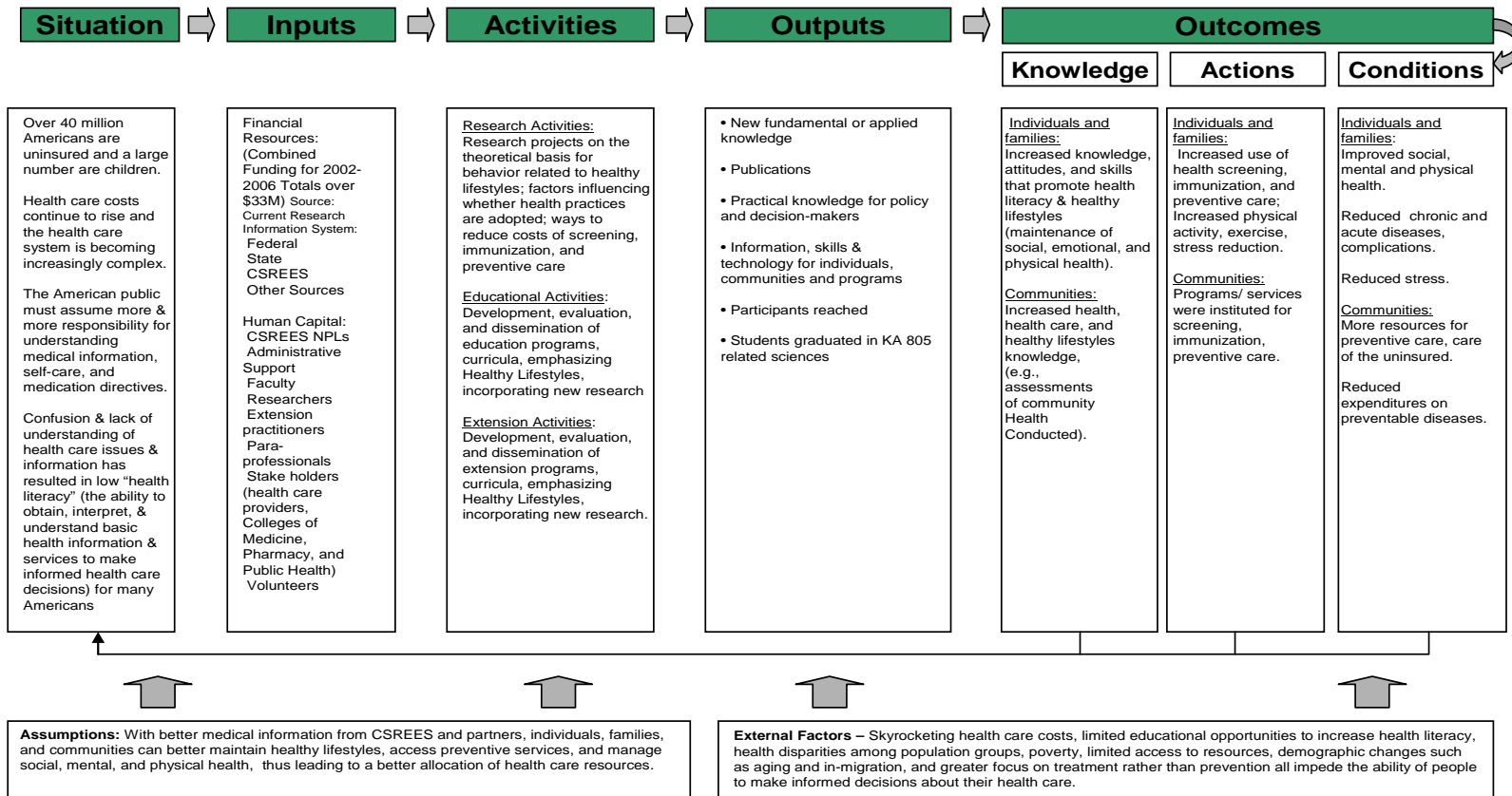
Health impacts every aspect of individual and community well-being. Although as health care spending has risen to \$1.4 trillion health disparities still exist and 40.5 million uninsured Americans under the age of 65 have very limited access to medical care. A large number of the uninsured are children. Inadequate healthcare can clearly undermine worker productivity and thus the economic power of American communities.

The health care sector, a vital contributor to local economy, especially in rural areas, is being compromised by hospital closings, decreases in services, and shortages of medical service providers. The public is assuming more responsibility for understanding medical information, acute and chronic disease self-care, medication directives, the health care system, and health provider information. Health care costs continue to rise while the health care system continues to become more complex. Reasons for rising health care costs include technological advances, new drug therapies, malpractice costs, and a growing aging population. But a less recognized reason is the costs incurred by patients who do not understand medical information, their health care system, and their health provider's instructions.

This public health problem is called low health literacy, the ability of individuals to obtain, interpret and understand basic health information and services and to use such information and services to make appropriate health decisions. Limited understanding is a challenge for people of all ages, races, cultures, income and educational levels. Half of adult Americans struggle with understanding common health care information, such as prescription drug instructions, test results, insurance forms, and chronic disease self-management. This has resulted in a knowledge and behavior gap between the medical and public health innovations and the delivery of day-to-day information and services the public needs to lead longer and healthier lives.

KA 805 Logic Model

KA 805: Community Institutions, Health and Social Services



Key KA 805 Outputs and Outcomes:

Obesity

(805=60%; 703=40%) Special Research Grant

Obesity has been linked to a doubling of breast cancer risks and is one of the few breast cancer risk factors that women can control. The Cornell University Program on Breast Cancer and Environmental Risk Factors established in November 1995 strives to better understand the relationship between breast cancer and other cancers with environmental risk factors, including diet and lifestyle. In 2006/07 this study assessed the relationship between environmental risk factors and breast cancer by critically evaluating the relationship between breast cancer risk and overweight and obesity. In addition, it improved communication on breast cancer risk reduction with policy makers and health professionals through the internet/project website.

Key Output

As a result of the Cornell University Program on Breast Cancer and Environmental Risk Factors, 55 science-based fact sheets and newsletter articles were published. As part of its Rural Initiative, Cornell developed an integrated research/outreach project to increase the capacity of health professionals, extension educators, and community leaders in a rural community to use an environmental approach to breast cancer risk reduction through obesity prevention.

Outcome

Impacts included an updated website with an average 75,000 hits per month; 112,667-fact sheet downloads during a nine month period; a web tutorial to nutrition and health professionals entitled *How to Develop an Environmental Intervention for Preventing Overweight and Obesity*; three one hour web casts were posted: 1) Environmental Chemicals and Breast Cancer, Why is There Concern? 2) Critical Periods of Susceptibility for Breast Cancer Risk and 3) Diet, Lifestyle and Breast Cancer Risk; and the environmental approach for weight gain prevention was disseminated at scientific and professional meetings, reaching an estimated 1,500 researchers, health professionals, extension educators, and community leaders.

Building Capacity to Address Obesity to Reduce Breast Cancer Risk in Rural Communities: An Environmental Approach

Smith Lever 3(b) and (c)

Outcome

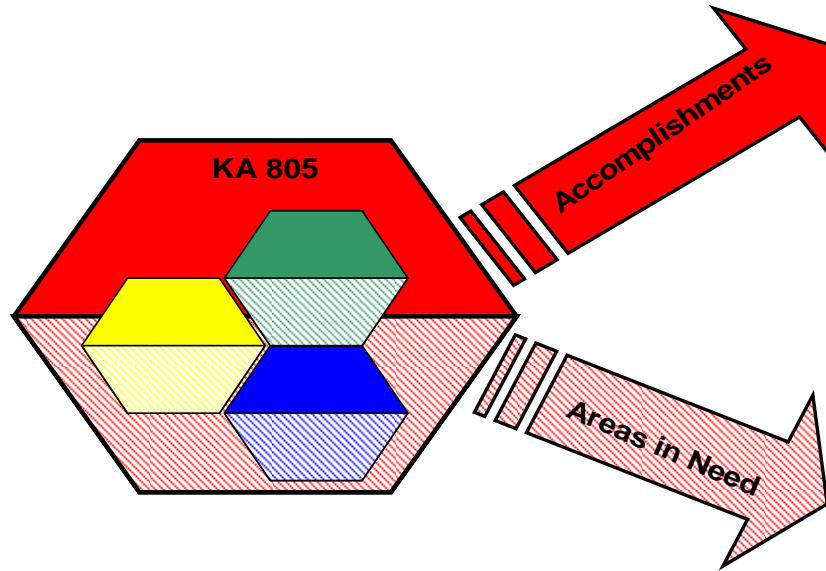
Improved communication on breast cancer risk reduction using project website and publication of 55 science-based fact sheets and newsletter articles to policy makers and health professionals;

- Extension professionals accessed project website with on average 75,000 hits per month and 112,667-fact sheet downloads during a nine month period;




- Disseminated the environmental approach for weight gain prevention at scientific and professional meetings, reaching an estimated 1,500 researchers, health professionals, extension educators, and community leaders.


KA 805 Honeycomb:


Knowledge Area 805: Community Institutions, Health and Human Services





KA 805 - Major Themes


-  Effective Use of Health Care System
-  Health Literacy
-  Reduced Health Care Costs


 Developed a web-based tutorial to share tools and procedures for an environmental approach to obesity prevention in a rural setting with community nutrition and health professionals (Breast Cancer and Environmental Risk Factors project).
Increased consistency, effectiveness, and efficiency of community level interventions with unduplicated efforts.

 More consistent and reliable information delivered to communities.
Better understanding of policies and legislative issues.

 Increased efficiency in stewarding limited resources.

 Assess the healthfulness of lifestyles and analytical methods.
Develop and evaluate educational programs and strategies on healthy lifestyles and the dissemination of related information for professionals, students, and the public.

 Identify factors that influence the healthfulness of lifestyles.
Develop more standards and guidance on healthy lifestyles.

 Add to the development of the National Health Materials Database for easier access to resources.

Knowledge Area 806:4-H Youth Development

KA 806 Introduction:

A significant proportion of American children are at substantial risk for negative outcomes --abuse, neglect, poor health, substance abuse, teenage pregnancy, violence. In 2003, 18% of all children ages 0-17 lived in poverty. Poverty exacerbates other risk factors, and is the central reason many children and families do not thrive. These children and youth need to be in environments where they have opportunities to acquire the basic skills they need to become responsible family members, participants in the work force and contributing citizens.

Children with parents in the military face many challenges as their parents move frequently and are deployed for long periods and to dangerous locations. Other children and adults often do not understand military culture and the impacts of deployments, separations, or reunions on these youth and their families. Youth in military families need help in connecting with other youth, caring adults, and community programs and services which are sensitive to their specific situations and needs as their parents serve the country.

Some rural youth experience less community interconnection of people due to long commute times; are impacted by diverse populations; experience geographic isolation; have fewer physical locations in which to interact with peers and adults; have limited programs and opportunities; limited employment opportunities; and have less access to technology at home when compared to their urban and suburban counterparts. In contrast, rural youth often have a greater opportunity to assume leadership roles when their communities are viable.

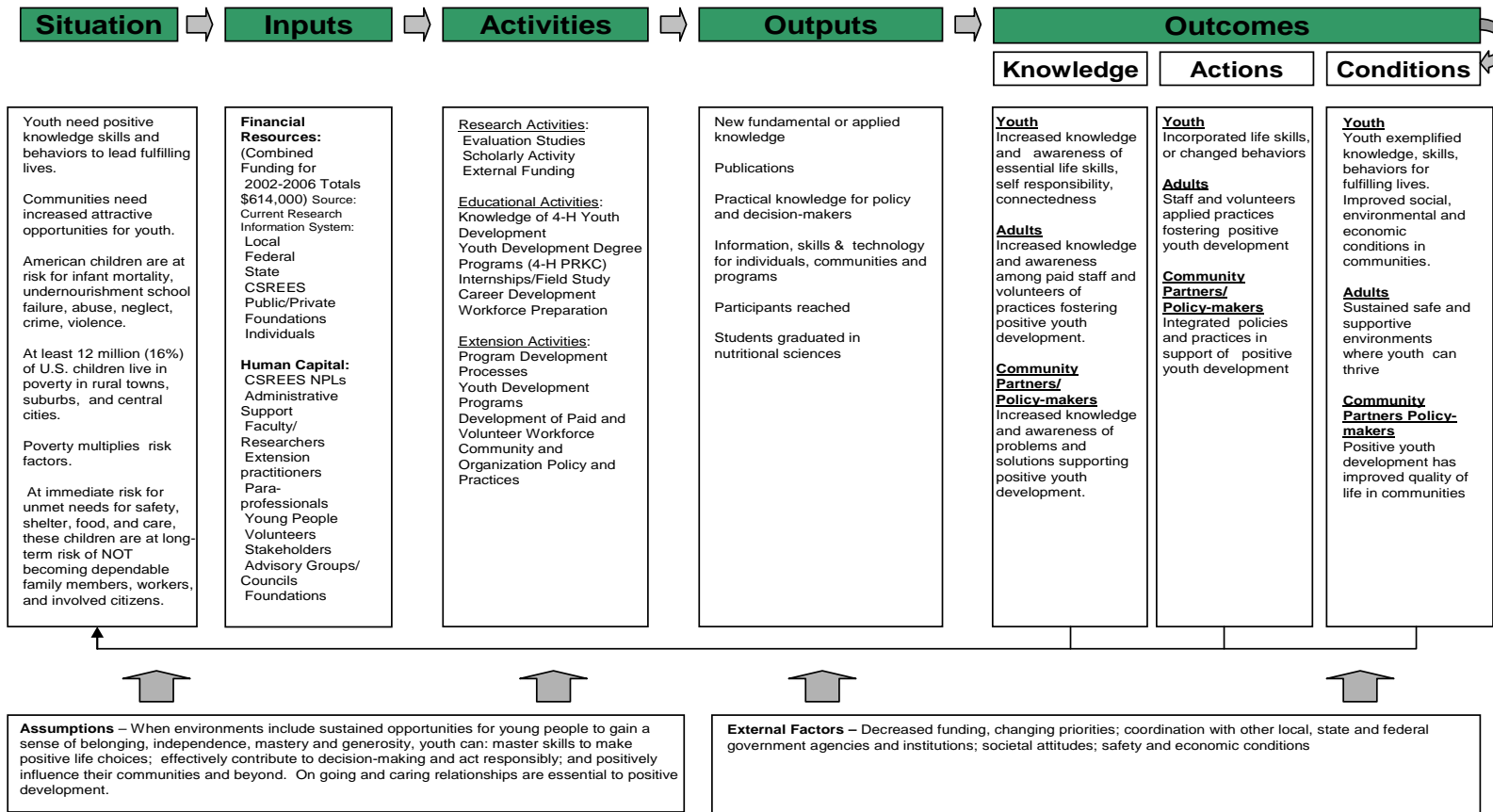
Knowledge Area 806, 4-H and Youth Development, addresses program development for youth, and the preparation and engagement of young people. Youth development is the natural process of developing one's capacities. "While it occurs through youth's daily experiences with people, places and possibilities, it is far too important to be left to chance" (National 4-H Leadership Trust, 2002). This knowledge area is at a watershed point in its development, as a result of a number of converging forces, including expansion of the program to include more participants in new program areas, the need to integrate research, education, and extension (and recognize research streams outside CSREES), and the increasing professionalism of youth workers. Knowledge Area 806 complements and is integrated with a number of KAs in the CSREES strategic plan, including KA 802, Human Development and Well-Being.

The 4-H program model, with over a 100 year history, has been adapted to new initiatives, including: partnerships with defense agencies to support children in military families (Army, Air Force, and other service branches); efforts to strengthen states' ability to address high risk youth (CYFAR); and programs to support rural children, youth, and families (RYD). The new initiatives continue to emphasize community youth development programs, designed to provide beneficial, positive, and encouraging relationships with adults and peers, sustain them over time, and give youth opportunities

to build their skills and become engaged as partners in their own development and their communities' development. 4-H programs address diverse populations through a large and complex system. The 4-H program combines the cooperative efforts of nearly 7 million youth; the National 4-H Headquarters in the Cooperative State Research, Education and Extension Service (CSREES) of the US Department of Agriculture; 580,000 youth and adult volunteers and approximately 2,400 4-H educators; 105 state land-grant universities; state and local governments; private-sector partners; state and local 4-H foundations; and the National 4-H Council. 4-H programs are conducted in the United States, Puerto Rico, Virgin Islands, Guam, American Samoa, Micronesia, and Northern Mariana Islands. 4-H-type programs are also international, with youth in more than 80 countries in similar, independent programs.

KA 806 Logic Model:

KA 806: 4-H Youth Development



Based on the work of National 4-H Headquarters over the past year, the following key outputs and outcomes that are reflected in the logic model demonstrate the progression towards achieving the goals of the portfolio.

Key KA 806 Outputs and Outcomes:

Children Youth and Families at Risk (CYFAR)

Smith Lever 3(d)

The Children Youth and Families at Risk program continues to show evidence of quality and sustainability. The CYFAR Sustainability Study shows most CYFAR programs are sustained after CSREES funding expires and that 4-H youth development principles and practices are evident in 10 of the 13 sustained programs.

Key Output

In 2007, CYFAR projects in 40 states and territories supported community programs at 121 sites reaching 20,210 youth and 6,410 adults - a total of 26,620 participants. Of the youth participants

- 1268 (5%) are Pre-Kindergarten,
- 11,125 (42%) are in grades K -6,
- 7817 (29%) are in grades 7-12.
- Fifty- three percent (53%) of all participants are from rural areas and small towns,
- 36% are from towns and cities,
- 11% are from central cities,
- and less than 1% are from suburbs.

Of the youth, 78% live in poverty with percentages ranging up to 100% for some race/ethnicity groups.

CYFAR projects employ 286 staff members to implement programs in communities. Adult (1436) and youth (835) volunteers provided support to the programs and staff by devoting more than 111,000 volunteer hours in 2007.

Outcome

4-H enrollment among CYFAR participants increased from 199 4-H clubs to 213 4-H clubs and from 6000 members to 10,104 members in 2007. This is almost 50% of all CYFAR youth participants. 4-H membership is fairly evenly distributed in grades K-6 (4,689) and grades 7-12 (5415). A total of 948 (334 youth and 614 adult) volunteers work with these 4-H clubs.

CYFAR Participants by Age

Pre-K	1,268	5%
K-6	11,125	42%
7-12	7,817	29%
Parents	6,410	24%
Total	26,620	

Population Served by Location

Rural/Small Town	14,021	53%
Town/City	9,551	36%
Central City	3,027	11%
Suburban	21	<1%
Total	26,620	

4-H Volunteer Strategy

Funding for the national 4-H volunteer strategy was from F4-HN OC-40 unit funds (\$7,000). The breeze/connect sessions were an internal effort funded by CSREES.

There are estimated to be 580,000 youth and adult volunteers assisting in the delivery of 4-H youth development programs, yet there is no current comprehensive strategy that addresses issues and opportunities for volunteer development in 4-H. A national volunteer strategy was needed to incorporate new systems, models and promising practices for engaging volunteers in 4-H. To gather stakeholder input, a series of 10 focus groups were conducted in early 2008. Over 110 participants joined focus groups including Extension Directors, state program leaders, state specialists and county educators from 40 states and territories, 1994, 1890 and 1862 LGU institutions, National 4-H Council, and National 4-H Headquarters. Faculty in 4-H Youth Development departments from the Land Grant Universities conducted the group interviews via telephone/Breeze sessions over a period of 3 weeks. The panel of volunteer experts, international volunteer consultants and 4-H leadership was charged with recommending strategies, actions and promising practices for engaging volunteers in 4-H that will reflect and sustain the 4-H organization of the future.

Outcome

The raw data from the group interviews has been reviewed for themes by a small group of subject matter experts. The summaries were compiled and a small group of thought leaders will be convened in June 2008 to review the analysis along with other key information. Key stakeholders will review the overall strategy in July and introduce the national volunteer broadly to the 4-H system in FY09.

4-H Study of Positive Youth Development

Grant funded by National 4-H Council

The 4-H Study of Positive Youth Development (Lerner et al., 2008) is a longitudinal study that began with 1719 fifth grade youth during the 2002-2003 school year and 1137

of their parents. There have been four waves of data collection to date. This study, funded by National 4-H Council, National 4-H Headquarters' private non-profit partner, is conducted by Dr. Richard Lerner and his colleagues at Tufts University and Boston College. It examines whether participation in out-of-school time activities, including 4-H, is associated with positive growth and decreased risk during adolescence. Youth who participated in 4-H programs at least twice per month were matched to other youth who participated regularly in other out-of-school time activities, such as sports or other youth organizations. Youth were matched on a number of different sociodemographic factors.

Outcome

Cross-sectional analyses of sixth graders indicate that youth in 4-H programs had higher scores on measures of positive youth development, contribution to their society, and a measure of positive life goal selection. Similar analyses among eighth graders found all of the same differences between 4-H participants and non-4-H participants. Additionally, 4-H youth were more than one and a half times more likely to expect to go on to college than non-4-H youth. Moreover, 4-H youth had higher school grades and were more emotionally engaged in school than non-4-H participants. Eighth grade youth in 4-H also scored significantly higher than those youth who did not participate in 4-H on six of eight factors related to civic identity and civic engagement.

Longitudinal analyses also revealed a positive picture for 4-Hers. Young people who were in 4-H at some point between fifth and eighth grades were significantly more likely to be on a high, positive trajectory for Positive Youth Development and Contribution and on low trajectories for risky and delinquent behaviors and depression. For Contribution, 4-Hers are three and a half times more likely than the matched sample of youth to be in the highest contribution trajectory.

National 4-H Curriculum Summit

Funded by CSREES F4-HN OC-40 Unit funds and in-kind support and services from National 4-H Council.

High quality curriculum is essential to providing meaningful learning experiences and engaging young people. The National 4-H Curriculum is undergoing a renewal with an increased focus on building quality and relevance into the process. A National 4-H Curriculum Summit was conducted in 2007 to gather stakeholder input.

Outcome

As a result, system processes were changed and three task forces were formed to set priorities, address the quality review process and build capacity throughout the 4-H system to build quality into learning materials that are branded as 4-H materials. Within one year, the task forces completed their assignments and their recommendations and products will be integrated across the system in order to increase the relevance and quality of 4-H learning materials.

4-H Youth Adult Partnership

Smith Lever 3(b) and (c)

The neighboring communities of Tompkinsville (pop. 2,600) and Gamaliel (pop. 439), Kentucky, have experienced steep economic declines. Over the past six years, 800 local jobs have been lost. Median incomes are between \$18,000 and \$24,000. One by-product of these economic conditions is a growing number of youth suffering from hunger. Statistics show 75% of children in grades K-5 are eligible for free and reduced meals. Ten 4-H youth and adults from the community, who were trained in facilitation skills, convened a town forum that engaged an additional 75 youth and adults. Through the town forum discussions, hunger was identified as the leading community issue, especially on weekends when schools are closed and there is no free lunch or breakfast available to the children.

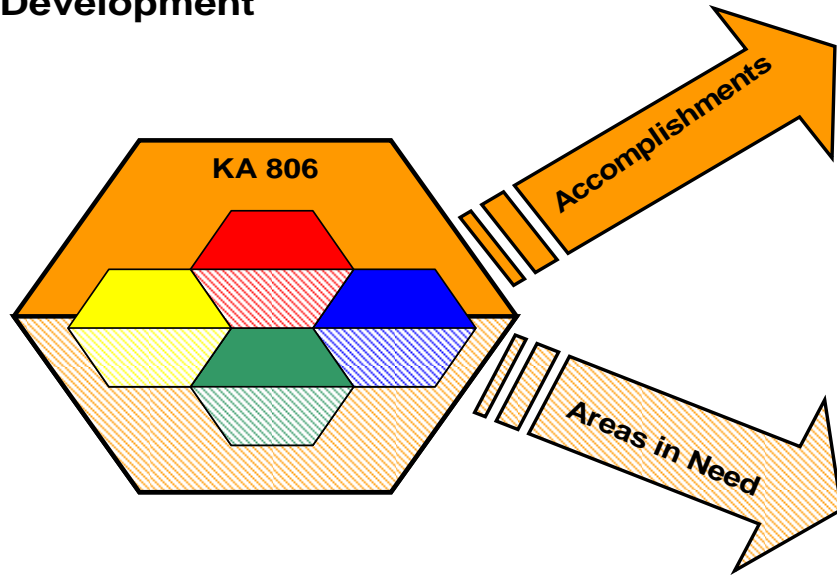
Outcomes

To address this need, 20 4-H youth and adults formed a partnership with the family resource center to prepare and distribute backpacks of non-perishable, nutritious food every Friday for 40 children in economically deprived families.





This 4-H youth led effort has leveraged over \$130,000 in cash and in-kind support, decreased hunger, improved nutrition, and increased human, social, and civic capital in these two communities.





KA 806 Honeycomb





Knowledge Area 806: 4-H Youth Development



KA 806 - Major Themes

-  The 4-H Youth Development Program
-  Children, Youth and Families at Risk (CYFAR)
-  4-H for Youth with Parents in the Military
-  Rural Youth Development

-  1,500 local conversations on youth development have been held across the US identifying issues, combining with 63 state conversation & 200 youth & adults attending a National Conversation on Youth Development. Updated the 4-H professional research, knowledge & competency model for 4-H youth development educators.
-  Increased capacity & commitment to support community based programs for children, youth & families at risk. Provided technical assistance to communities & CYFERNet, an electronic infrastructure to link networks to assist communities with computer & technology issues, reached over 50,000 youth & over 300 communities.
-  Used tax dollars & resources effectively by joining 4-H youth development expertise with the Army's goal of developing model youth programs. Every Army installation around the world & most Air Force bases have a 4-H program, with 15,000 Army & Air Force youth enrolled.
-  Through the Rural Youth Development grant program, young people develop leadership skills such as communication, conflict management, decision-making, facilitation, planning, goal-setting, problem solving, inclusion, and self-confidence. On a Leadership Skill Survey, 510 youth reported statistically significant increases on all 16 leadership scales.

-  Create more comprehensive reporting & evaluation efforts to measure program quality & impact.
Intentional focus on three 4-H mission mandate areas.
-  Greater integration of education, research, & extension functions of CSREES & its partners around discipline of youth development.
-  Continue to leverage resources developed through military partnerships to benefit 4-H Youth Development program.
-  Continue to develop programs & resources that support needs of rural youth.

Section III: Secondary Knowledge Areas

A portfolio dedicated to improving quality of life in rural areas has wide application in all aspects of CSREES programming. Case studies are currently being developed by the agency's Social Sciences Academy to evidence the broad application of social and behavioral perspectives in CSREES-funded activities. However, there are some KAs with a more logical secondary connection to issues related to quality of life in rural areas. KAs 703/704 and KA 803 show considerable integration with this portfolio.

Knowledge Areas 703: Nutrition Education and Behavior and 704: Nutrition and Hunger in the Population:

Work conducted under the Nutrition and Healthier Food Choices Portfolio has a strongly integrated balance of nutrition education research and extension/outreach programs. Nutrition education research encompasses two broad themes –first, understanding the behavioral factors that influence choices related to food and physical activity; and second developing and evaluating intervention programs that help people and communities move from where they are to where they should be in terms of overall health and economic well being. Nutrition education and environmental intervention programs help increase knowledge and change behavior. These areas of nutrition are represented by Knowledge Area 703 “Nutrition education and behavior” and Knowledge Area 704 “Nutrition and hunger in the population.”

Key KA703/704 Outputs and Outcomes:

Expanded Food and Nutrition Education Program ***Smith Lever 3(d)***

Based on the short term outcomes, educational interventions are developed by practitioners. Effective interventions are identified using newly developed evaluation strategies. Based on the training they receive, program participants improve their diets and diet related behaviors. Because of the high quality education they receive, the numbers of qualified researchers and practitioners are increased. Based on findings from research and practice, community leaders and policy makers introduce changes that foster healthy diets and physical activity, and improve food security and the sustainability. An example of a key outcome related to knowledge gain is: As a result of participation in the Expanded Food and Nutrition Education Program (EFNEP):

- **88% of adults improved** their Nutrition Practices (NP),
- **83% of adults bettered** their Food Resource Management (FRM) practices, and
- **66% of adults improved** their Food Safety (FS) practices
- **71%** of youth **now** eat a variety of foods
- **63%** of youth **improved** practices in food preparation and food safety
- **61%** of youth **increased** ability to select low-cost nutritious foods

The health of Americans has improved, resulting from improvements in diet quality and physical activity. An example of a key outcome related to knowledge gain is: As a result of participation in EFNEP:

- **91.5%** of adults reported improved dietary intake, including an **increase** of about 1.4 servings per day of fruits and vegetables
- At entry, **19.7%** of adults reported consumption of at least 1/2 of the recommended servings for each food group at exit, after completing EFNEP, this percentage increased to **41.0%**.

Knowledge Area 803: Sociological and Technical Change Affecting Individuals, Families and Communities

Acceleration in the migration of populations and the rapid pace of technological change has challenged and altered the ways that families learn, earn and stay healthy in the 21st century. The social, economic and environmental side effects of the processing and consumption of food and fiber has altered the technological knowledge, skills and aspirations needed by individuals and families to sustain their families and communities in the 21st century. While agriculture and manufacturing are major employers, economic restructuring has driven the rapid expansion of small business enterprises, the majority of which employ less than 10 persons. Due to the small scale of these enterprises, they often lack the depth of technological expertise to stay current with new demands of the market. Different models of delivering education and training are needed to meet the challenges of rapid societal and technological change. New nation-wide telecommunications networks will offer access to improved information technology applications that citizens and their leaders need to learn to use to learn, earn and stay healthy in rural America.

KA 803 provides an understanding of the technological, demographic, and social changes occurring in society. This work provides an understanding of the current and historic ways in which individuals, families, and communities cope with sociological and technological change. This includes activities that extend this knowledge to rural residents and employers.

Key KA 803 Outputs and Outcomes:

Building Computer Competencies for Youth
Smith Lever 3(d)

The University of the Virgin Islands Extension recognizes that basic computer skills are a necessity in the 21st century. Building computer competencies helps young people to become more competent and well-prepared contributors to the world in which they find themselves.

Output

Computer technology is provided as a special program for all participants enrolled in our summer CYFAR programs.

Outcome

UVI computer labs assisted all youth participating in the program to learn basic Internet and email skills, net netiquette, and word processing. Older youth were introduced to Excel, developed Power Point presentations and launched personal web pages.

Kansas Pride

Smith Lever 3(b) and (c)

In a time of shrinking rural populations, Kansas PRIDE recognizes that developing livable communities involves looking at several aspects of community life.

Output

Communities enrolled in the Kansas PRIDE program examine the local social, economic, and physical environment by completing a Community Assessment Tool. Through this citizen-based community development program, local volunteers are encouraged and empowered to improve the quality of life in their communities.

Outcome

Sixty-three communities participated in 2007. Community PRIDE groups completed 621 community improvement projects. This number does not include ongoing efforts such as community welcome programs, food pantries, or ongoing community services. The 84,207 hours of citizen involvement through Kansas PRIDE at \$18.77 per hour is valued at over \$1,580,565 of volunteer investment in Kansas communities.

Section IV: External Panel Recommendations and the Portfolio's Response

Relevance:

The panel operationally defined relevance as *the ability of the CSREES-F+S (the entire network that encompasses the partnerships with state programs funded in part or full through CSREES) to make good investments and to focus on real and critical issues.*

Scope:

The panel felt that the portfolio demonstrated exceptional coverage. The panel members believe this breadth was possible because of the hard work of the CSREES-F+S as they engaged with a variety of other entities to deliver programs. The panel was particularly impressed with the creative leveraging of funds and other resources by the Deputies and the NPLs. However, this breadth was also seen as a weakness: The panel was concerned that resources may be spread too thinly to accomplish significant, long-term outcomes in the highest priority areas. The evidence in the self-review document and in the presentations gave the panel an impression that programming was “scatter-gun” (i.e., too broad or dispersed). They were uncertain as to whether this was a reflection of an inadequacy in the data collection systems, or an accurate representation of the scope of the portfolio.

Funding was discussed explicitly as it affects possible scope. Given the realities of how funds are allocated and how reporting has historically been managed, the panel was very impressed with the quality and quantity of programming that CSREES-F (the Federal office in DC) presented in this portfolio. This level of productivity within a tightly constrained environment is remarkable.

Additionally, the panel applauds the efforts of NPLs and Deputies in partnering with other agencies in order to augment the resource base for meeting priority goals.

Recommendations:

The panel encourages the agency to continue developing these partnerships, but in a more focused way. The best asset of CSREES-F+S is its access to a network that can optimize communication among CSREES-F, the states, and local citizens. This is the unique and powerful asset other agencies need to fulfill their own missions. This broad-based communication network that sends information in all directions should be strategically leveraged to acquire new funding/partners, which, in turn, should form the foundation for a new agency strategic plan to guide this portfolio. As a final point, the panel believes it essential that CSREES-F have sufficient discretionary funds to react to rapidly-emerging problems of national priority, to leverage opportunities, and to attract partnerships. The extent to which the current budget supports this is not known by the panel.

- Portfolio Response in 2008:
 - CSREES continues to build partnerships and opportunities to leverage resources. Examples of these efforts over the past year include:

- Healthy Homes and Rural Housing-The Housing and Environment program is working with HUD and the Office of Lead Hazards Control and Healthy Housing as a funded grantee under their Healthy Homes program to provide outreach through land-grant partners. The group is working with USDA's Rural Housing Service to offer homebuyer education for first-time homebuyers, with the Department of Homeland Security, FEMA, and the Southern Regional Rural Development Center to obtain field assessments of disaster awareness and the state of emergency preparedness among disadvantaged households, and with research data from the University of North Carolina's Center for Urban and Regional Studies.
- Financial Literacy and Education Commission-CSREES is one of 20 federal agencies represented on the Financial Literacy and Education Commission, established under Title V, the Financial Literacy and Education Improvement Act which was part of the Fair and Accurate Credit Transactions (FACT) Act of 2003. The FACT Act named the Secretary of the Treasury as head of the Commission and mandated the Commission include 19 other federal agencies and bureaus. The Commission coordinates financial education efforts throughout the federal government, and supports the promotion of financial literacy by the private sector while also encouraging the synchronization of efforts between the public and private sectors. CSREES also is a federal partner in the Jump\$Start Coalition for Personal Financial Literacy, which focuses on K through post-secondary financial literacy; the American Savings Education Council, which focuses on financial security in retirement, and the National Savings Forum, designed to encourage wealth-building and debt reduction by American households.
- A commentary titled "USDA CSREES' Role in Broadening Support for a Healthy Nation" published in the Journal of Extension (46:1) emphasizes the health challenges faced by rural older Americans and discusses how CSREES' is strategically directed and uniquely positioned to address many of these challenges through effective research, education, and Extension activities.
- Obtaining significant funding from the U.S. Department of Defense, the FINRA Investor Education Foundation, the National Endowment for Financial Education, the Consumer Federation of America Foundation, the Citi Foundation for research and education leading to improved financial security for Americans.
- Portfolio Response in 2007:
 - To react quickly and appropriately to quality of life issues of national importance, CSREES continues to seek partnerships and opportunities to leverage resources. Despite the lack of discretionary funds continues to be challenging for programs in this portfolio, NPLs continuously work with existing partnerships and build new partnerships to enhance agency effectiveness in meeting rapidly-emerging, mission relevant problems. Examples of these efforts over the past year include:
 - Implementing KA 724-Healthy Lifestyles to strengthen the reach of health programs.
 - Coordinating health-related KAs in a project to enhance the scope of health services in communities by partnering CSREES with cancer awareness and

prevention organizations and land-grant universities to promote cancer screening for women in rural and isolated areas.

- Developing a new partnership with FDA's Office of Women's Health to expand research and outreach efforts, specifically targeted at health issues of women, their families, and caregivers.
- Partnering with USDA's Rural Housing Service to offer pre-purchase homebuyer education throughout the United States through State Extension Services.
- Collaborating with 4-H State Program Leaders to provide leadership and consistent messaging in programming, evaluation, professional development, and research to the 4-H Mission Mandates: Science, Engineering & Technology, Citizenship, and Healthy Living.
- Signing a Memorandum of Understanding with the National Endowment for Financial Education (NEFE®) to revise, deliver and evaluate the NEFE High School Financial Planning Program.
- Gathering stakeholder input for planning for after-school program directions through monthly calls with 4-H Afterschool University Contacts and the NAE4-HA After-school Task Force (that is soliciting more input from stakeholders for a pre-conference to NAE4-HA).

Focus:

The panel operationally defined 'focus' as "*the ability of the portfolio to remain focused on issues, topics, and critical needs of the nation*" using the language found in the Criteria and Dimensions section of the self-review document (Section IV, p. 258). Based on this definition, the panel felt linkages to issues that are of critical needs to the nation, and appropriate to the portfolio, are moderately focused.

Overall, the panel was not convinced the portfolio prioritized the highest, most critical needs of the nation to address *Quality of Life in Rural America*. The panel attributed this to a lack of a targeted strategic plan for the portfolio. Further, the review panel believes the strategic plans developed by USDA and CSREES-F do not seem focused enough to truly guide the portfolio.

When panel members asked individual NPLs what their top funding priorities would be if given an infusion of dollars, some were unable to respond immediately. This hesitancy suggests that a *focused* strategic planning exercise is overdue within the agency. The panel stresses that such a strategic plan can only be developed through consultation with stakeholders. It is only through true collaborations with stakeholders that a focused plan can be jointly created.

Recommendations:

Because budget can be a good proxy for inferring an agency's priorities, CSREES should articulate the relationship between funding levels and priorities for possible realignment. The panel recognizes that there are constraints but encourages CSREES-F to provide greater leadership in focusing resources on programs that will be identified as top priorities in the strategic planning process. The panel recognizes that the focusing of

programs is tantamount to reducing or eliminating certain programs. This is unfortunate, but may be necessary for significant national impact. CSREES-F+S should be involved in ongoing cost-benefit analyses which may help in the determination of priorities.

- Portfolio Response in 2008:
 - An example of focus in this portfolio that demonstrates the agency's attention to the important topic of aging and critical needs of the older rural America is funding provided through the Rural Health and Food Safety Education Program Grant in 2007. This grant emphasized aspects of quality of life and health for older adults living in rural areas. Seven grants were awarded and each includes targeted programs in Extension.
 - In addition to the programmatic efforts specific to KA 724 (Healthy Lifestyles), this program is well integrated with KA 703 (Nutrition Education Knowledge and Behavior) as discussed in the "Nutrition and healthier Food Choices Portfolio" as well as KA 802, Human Development and Well-being; and KA 805 Community Institutions, Health and Social Services of this portfolio.
 - Fourteen new projects with 805 emphases began in 2007 to include 2 NRIs, 3-3D grants, 3 Small Business grants, 3 other Extension grants, and 3 other grants. These primarily target underserved populations in rural communities. Key areas of focus continue to be health and family well-being, but noted for 2007 attention to web-based technology and its infrastructure and economic development in communities.

- Portfolio Response in 2007:
 - Examples of focus in this portfolio which demonstrate the agency's attention to issues, topics, and critical needs of the nation are highlighted below:
 - CSREES Knowledge Areas 607 and 801 derive success by focusing research, education, and extension efforts on the Financial Security Program with specific audience targets of youth, persons preparing for a financially secure later life, and those who are financially vulnerable.
 - KA 724 focuses attention on the health aspects of quality of life in rural America. In response to the CSREES strategic action "to sponsor research on policies and programs addressing circumstances that impact the well-being of individuals, families and communities," five new projects began in 2006 with a KA 724 emphasis. These include 1 integrated NRI project and 3D Grants with underserved individuals in rural communities.
 - Likewise, 11 new projects with KA 805 emphasis began in 2006 to include 3 NRIs (one multi-state), 1- 3D grant and 7 other or special grants and primarily target underserved populations in rural communities. NPLs will continue efforts to foster multi-state and multi-disciplinary projects with nutrition, family well-being, community institutions and health and human services to help prioritize these critical emphasis areas.
 - As a critical issue identified by the U.S. Surgeon General in his development of a Healthy Housing Call to Action, KA 804 is focusing on research, education, and

- extension around affordable, healthy, safe, durable (including disaster safe), and energy efficient housing.
- Following the portfolio review and panel assessment, the KA 802-focused Family Science program has realigned its strategic objectives, focusing on high priority issues in family strengthening (parenting, aging, child care) for national impact.

Emerging Issues:

Although the panel felt the portfolio as a whole identified many contemporary and/or emerging issues, they also felt the documentation of these issues, as presented in the self-review document, was inadequate. From what the panel gathered, there does not appear to be a clear-cut, systematic method, that CSREES-F+S is able to use to sort out and identify the most critical issues. The panel further believes that the detailed articulation provided by the states on critical issues is largely missing from the self-review document, the presentations by NPLs, and the other evidentiary materials. Communication between the NPLs and states can be improved and it is suggested that NPLs, the administrators, and the states find new ways to communicate so that solicitation of input from partners can be enhanced.

Note: The primary role of the NPL Liaison is to create an informed partnership dialogue in order to better represent CSREES and serve as a resource and information conduit for the Land-Grant College and University system. The Liaisons gather information from their assigned state(s) about issues and concerns that may require agency level attention and respond to or direct inquiries about agency administrative and program oversight issues to the appropriate person(s).

Integration:

Given the fact that CSREES is explicitly mentioned in this dimension, the panel focused scoring on CSREES-F as the central agency. This score does not reflect what is occurring at the state level. The panel scored CSREES-F as moderately integrated. First, the panel wanted to note that new grant proposal criteria requiring integration are greatly helping CSREES-F deal with this issue (e.g., AREERA legislation has required that 25% of the resources be spent on integrated projects).

Recommendations:

While the panel believes CSREES-F has responded to this requirement, additional improvements can and need to be made. The scope of the portfolio is so broad that it is difficult for it to be fully integrated. This may be dealt with if NPLs are able to become more proactive rather than reactive. The panel suggests NPLs take initiative to integrate their work beyond what is required.

In regard to this review process itself, the panel felt the self review document they were provided did not adequately address education and teaching activities. The panel recognizes that these activities were discussed in Portfolio : Economic and Business Decision-Making but stresses that they need to be included in this review. For example, there is essentially no mention of how current students are able to be involved in current projects through internships and scholarships. This is critically important. Addressing

these issues in support of the aforementioned legislation will allow the portfolio to progress in this dimension of integration.

- Portfolio Response in 2008:
 - NPLs continue to work toward a more integrated portfolio. For example, in July 2007, CSREES NPLs in Family Economics, Family Science, and Housing and Indoor Environments hosted a “Futuring for Families” (FFF) Think Tank in Atlanta, Georgia to:
 - Understand the benefits of addressing family issues from an interdisciplinary perspective;
 - Gain exposure to integrated Extension programs with potential for national reach;
 - Frame priorities for program leadership at the national, state and local levels.

The think tank was held as a preconference to the National Extension Family Science Specialists’ Biennial Conference. Hosted by the College of Family and Consumer Sciences at the University of Georgia, specialists and administrators from all FCS disciplines were invited to attend. FFF attendance included 61 Family Science Specialists, eighteen Administrators, six Housing Specialists, five Family Economists, two Nutrition Specialists, and one Health Specialist. NPLs and administrators from CSREES’ Families, 4-H, and Nutrition; Economic and Community Systems; and Plant and Animal Systems units also participated. At the event opening, attendees heard presentations on how these high-priority concerns can be addressed using an integrated, collaborative approach. Extension practices and models applying interdisciplinary approaches to address family challenges were featured as examples. System partners then assisted in facilitating the FFF event, with discussions and group consensus captured in graphic recordings by Visual Logic of Atlanta. A resulting article, posted on the CSREES website and distributed to the partnership, synthesized the results of the FFF process, links to graphic recordings, and provides a matrix of programs that serve as examples of successful integrated programs in the partnership.

- Portfolio Response in 2007:
 - Integration in the portfolio is being addressed by NPLs at both functional and programmatic levels:
 - Programmatically, CSREES has initiated integration of the Financial Security Program with other agency-led programs, such as farm financial management, family caregiving, aging, nutrition education to low-income families, and small farms.
 - Coordinating the Family and Consumer Sciences Futuring for Families Think Tank, NPLs in housing, family economics, and family science are bringing together multi-disciplinary system faculty and external partners to develop an integrated long-term strategic plan to address critical and emerging family and community needs.
 - From a functional perspective, both KA 724 and 805 cross-cut effectively within this Portfolio as well as with components of the Nutrition Portfolio

showing that in fact a number of projects are integrated as to knowledge area. In addition, there are 3 active or new multi-state projects classified with KA 724 and 10 active or new multi-state projects classified with KA 805 each with research, extension and/or education components.

- With respect to concerns about adequately addressing education and teaching activities:
 - CSREES funded eight 1890 land-grant universities to design and deliver a family financial planning certificate program www.1890fcsdia.org. This model continues work of the Great Plains Distance Education Alliance www.gpidea.org on the family financial planning master's degree. The GP-Idea Family Financial Planning Program had 163 active students as of January 2007, has graduated 66 students with master's degrees and 17 with certificates and predicts an additional 24 graduates by the end of 2007. Some students are Extension educators. Research on household asset-building is incorporated into the class content.
 - SERD's grant programs strengthen agricultural and science literacy in K-12 education, influence student's career choices toward agricultural subjects, strengthen higher education in the food, life and agricultural sciences, and train master's and doctoral-level students as future educators and scientists in agricultural sciences, to include health sciences. During 2006, a SERD funded grant, Urban Agricultural Initiative focused on people and communities, with a goal to increase student awareness of global food and health issues.
 - NRI projects supported by CSREES frequently include financial support for graduate students, postdoctoral researchers and sometimes for undergraduate students to work on human nutrition research and integrated projects. Many of these projects provide support for undergraduate student workers because they are so labor-intensive, but tracking undergrad support in CREEMS does not begin until 2007.
 - Although the Healthy Indoor Air for America's Homes and Healthy Homes programs are basically funded as outreach/extension programs, these two programs have been the impetus for research and higher education programs in air quality and healthy homes. For example, interior design undergraduate classes at Auburn University, with funding from Healthy Homes, designed the healthy interior for the Tuskegee House on Tuskegee's campus. As a result of their work, several states have developed research programs directly related to their outreach activities. At the 10th anniversary celebration of the Healthy Indoor Air for America's Homes program in Denver in 2005, separate presentations were made highlighting the outreach/extension, research and education activities resulting from this program. The Healthy Homes funds have also been used to support graduate student attendance at the annual Housing Education and Research Association annual meetings in 2005 and 2006.

Multi-disciplinary Balance Recommendation:

The panel felt that the self-review document did not provide sufficient relevant information to allow for the evaluation of this dimension. The panel noted that while some multi-disciplinary examples were provided, the self-review document did not do an adequate job of illustrating what the panel believes to be the breadth of true multi-disciplinary projects. Also, as per their presentation in the discussion of multi-disciplinary balance in the Criteria and Dimensions section of the self-review document (Section IV, pp. 264-265), the panel noted that multi-state projects are not necessarily multi-disciplinary. Given these difficulties, the panel brought to this scoring dimension their own knowledge of the existence of true multi-disciplinary projects contributed to by CSREES-F in support of this portfolio. They were thereby able to rate the work of CSREES-F+S as highly balanced.

- Portfolio Response in 2008:
 - Review panels appointed for the Human Nutrition and Obesity subsection of the NRI (31.5) are among the most multidisciplinary of all the NRI review panels. They reflect the multifaceted nature of the problem of obesity and now include elements specific to this portfolio: family life, development and well-being, especially of children and the older adults and healthy lifestyles. The panelists and the ad hoc reviewers include research, extension and industry professionals with expertise in nutrition, human development, education, communication, food science, public health, medicine, economics and technology.
 - Funding provided through the Rural Health and Food Safety Education Program Grant in FY 2007, emphasizes quality of life and rural health issues pertinent to older adults and incorporates multidisciplinary priorities. Seven grants were awarded and each includes targeted programs in Extension with programmatic efforts specific to KA 703, Nutrition Education and Behavior; KA 724, Healthy Lifestyles; KA 802, Human Development and Family Well-being; and KA 805 Community Institutions, Health and Social Services.
- Portfolio Response in 2007:
 - CSREES program leadership is working to build linkages across portfolios. One example is financial management for the farm business and the farm family. Efforts are underway to obtain CSREES seed money was obtained in FY 2007 to fund articulation of the joint research base, identify successful multi-disciplinary programs underway, and develop an action plan for increasing the reach of learning opportunities linking farm and farm family financial management.
 - NPLs continue to work on this dimension and to provide sound examples of multi-disciplinary balance in the system. Of particular note is the work conducted through the eXtension Initiative. The initiative promotes the idea of multi-disciplinary balance through Communities of Practice, such as the Family Caregiving CoP, which is comprised of over 100 faculty and educators from

disciplines addressing 9 specific content areas impacting eldercare. These include Caregiving and Disasters, Community Development, Employed Caregivers, Financial Management, Health, Housing, Nutrition, Relationships and Well-being, and Rural Family Caregiving.

- The Extension Disaster Education Network (EDEN) includes representation from throughout the US (all 50 states and several territories) and diverse disciplines including housing, health, 4H and Youth, communication, plant and animal sciences, nutrition, community development, family science and family economics.

Quality:

The panel operationally defined quality as whether the *portfolio focused on the “right things” and contributed to significant outcomes (in contrast to outputs.)*

Significance:

The panel was disappointed with the evidence provided in the Portfolio Quality of Life in Rural America self-review document to support its claims of long-term, significant outcomes. However, the panel also recognized that this issue may be clouded by the lack of a good reporting system, a well structured database, and the fact that states are not consistent in the format they use when reporting. (It was noted that the CSREES-F+S did not have a good scientifically-based system to collect data during this review period). The panel felt that, while some significant findings surely exist, the self-review document did not address them in any systematic fashion.

Recommendations:

There was a major concern that CSREES–F+S needs to move from counting outputs to developing and using outcomes measures. Outputs simply quantify the number of programs delivered, persons in attendance, publications produced, or other such measures. These do not, in and of themselves, ensure the goals of enhancing the quality of rural life are being met in any significant way. Only carefully designed outcome evaluations can determine if strategic goals are reached.

Further, there was a major concern regarding the lack of consistency and rigor of reported measures, and the quality of data used to determine whether there were significant outcomes (in contrast to outputs).

The panel was concerned about the latitude given to stakeholders in how they report data (i.e., success stories are trumpeted but failures may not be mentioned). CSREES-F must exert leadership and define a minimum level of rigor to be used in data analysis and reporting. This will allow CSREES-F to amass a body of data that may be used to effectively evaluate long-term programmatic outcomes. On the other hand, CSREES receives reports from grantees annually but seems to have limited ability to use those reports effectively in either the integration of the information or in the dissemination of it to stakeholders (from Congress to the citizens). For this reason, CSREES-F+S needs to make a concerted effort to both collect better data and make better use of reported data.

In summary, in regard to this dimension of “Significance,” the panel felt the portfolio showed only some evidence of significant findings. It was noted that data collection efforts during the 2000-2004 time period were not systematic and could not easily be used by CSREES-F+S. However, the panel was encouraged by new efforts such as *Plan of Work* and *OneSolution* and is hopeful that these will lead to positive improvements in the documentation of significant findings. Concerns were raised that some of the evidence provided by the States to CSREES-F was not incorporated into this review process. If information is requested of the States, it should be used in an appropriate fashion.

- Portfolio Response in 2008:
In an effort to enhance accessibility of data from state accomplishment reports, CSREES’ Planning and Accountability staff have mined reports and provided the agency with 2007 Annual Report Outcome Data by KA located at <http://pow.csrees.usda.gov/Outcomes.htm>. There is also a link to this page on the main CSREES AREERA Plan of Work information page at: <http://www.csrees.usda.gov/business/reporting/planrept/plansofwork.html>.
 - This resource enhances CSREES NPLs ability to access and provide appropriate evidence by KA for a wide variety of uses, including the annual portfolio review.

- Portfolio Response in 2007:
Portfolio-related examples of significance are demonstrated in the following ways and address efforts to build capacity and move toward the effective development and use of outcome measures based on carefully designed evaluations:
 - Efforts to improve the evaluation component of funded projects and partnerships related to health are ongoing.
 - Through a national partnership with the American Cancer Society, the Centers for Disease Control and Prevention, and the National Cancer Institute, educational efforts to increase breast and cervical screening rates in eight high-mortality states are currently being evaluated to assess the effectiveness of evidenced-based interventions that have been used to increase cancer screening rates.
 - A partnership with the America On The Move Foundation (AOMF) has the potential to provide CES staff at the state and local levels the ability to design and complete an evaluation component for walking programs.
 - CSREES and land-grant university partners, in partnership with the Consumer Federation of America and *America Saves*, led thirty-two local campaigns in 20 States in 2006 that enrolled 15,401 Savers who planned to save nearly \$1.5 million. *America Saves* is targeted to low- to middle-income Americans.
 - CSREES and land-grant university partners, through the national initiative *Financial Security in Later Life* reported a group of over 7,000 individuals who completed initiative –related programs in 2006 had a total of \$6,501,945 of financial impact – dollars saved, debt reduced, new dollars invested.
 - Through a national consumer education program-Healthy Indoor Air for America’s Homes, the 2006 evaluation showed that:
 - 55,108 homes were tested for radon and 9,044 were mitigated.

- 40,980 people stopped exposing their children to second-hand smoke.
- 29,925 people tested their homes for lead.
- 33,825 people installed carbon monoxide detectors in their homes.
- 38,479 selected and used home pesticides more wisely.
- 27,272 removed mold and mildew from their homes.
- 186,025 made behavior changes to improve indoor air quality.
- As eXtension Communities of Practice develop in the Family Sciences, carefully designed evaluation components in family caregiving, Just in Time Parenting, and Better Kid Care are being implemented.
- The NPL for Youth Development Research is involved in several projects that address how to move from counting outputs to developing and using outcome measures.
- CSREES requires annual Plans of Work and Progress Reports from land-grant universities which are reviewed by CSREES state liaisons. One of the review criteria is that there is evidence of adequate stakeholder input in the development of formula-funded research and Extension/outreach plans.
- NPL Liaisons are now assigned specific states and will continue to monitor State Plans of Work and Annual Reports to determine the timely and consistent submission of reported outcomes. This state-Federal feedback system is used to make adjustments as needed to keep portfolio related projects/activities progressing in a timely manner.
- In addition, CSREES continues to utilize the comprehensive reporting system, CRIS to track progress of projects and assure that activities and accomplishments proceed according to proposed and approved timeframes.
- CSREES NPLs frequently speak with partners and key stakeholders via phone and in person on the importance of timely reporting of outcomes data. To encourage such reporting, NPLs may include under “Selected Results and Impacts” a statement about a particular project on a portfolio-related CSREES web page. This also provides a venue for sharing of the information to wider and more diverse audience. The Agency has also designed and implemented training to enhance NPLs understanding of strategic planning, performance measurements, and evaluation. Some efforts have already begun to identify measures to be used in the future.

Stakeholder/Constituent Inputs:

Although the panel scored the portfolio as having many stakeholder/constituent inputs based on their personal knowledge, these were not adequately represented in the self-review document. The panel is aware that the states actually do utilize a variety of avenues to provide stakeholder input such as “town hall” meetings, surveys, etc., but clear reference to these techniques was not included in the self review document.

Recommendations:

Communication with stakeholders, beginning at the community level, is critical. The panel noted that while Deputies communicate with state extension directors, many times the NPLs do not. The panel felt that establishing and increasing two-way channels of communication is of critical importance to improving efforts in this portfolio.

Additionally, CSREES-F+S needs a uniform system for reporting so it is better able to extract the information needed for planning. The gathering of input is not sufficient, this input must be used.

- Portfolio Response in 2008:
 - See: *What Others Are Doing* and *Prioritizing Stakeholder Input and Allocation* located in the Portfolio Results Section of this report.
- Portfolio Response in 2007:

Stakeholders are in a unique position to inform CSREES of their needs and interests. Examples of stakeholder input at the federal, state, and local level, as well as evidence of the expansion of two-way communication include the following:

 - CSREES has made painstaking efforts to develop mechanisms for soliciting and implementing input from stakeholders at all levels. These efforts help ensure that stakeholders appreciate their value in the partnership. For example:
 - NPLs develop, and participate in a wide variety of professional opportunities for partners to dialogue about current and emerging issues related to this portfolio. Feedback from partners, both internal and external is incorporated into NPL planning.
 - Since the inception of the NPL Liaison Program, NPLs are in continuous contact with their assigned states, dialoguing with administrators, faculty and staff to assess climate and gauge stakeholder challenges and opportunities. Multiple liaison site visits have been conducted through this program over the past year and best practices and processes are shared among NPLs to strengthen the CSREES/LGU relationship.
 - In a local level example-CSREES, together with the Association for Financial Counseling and Planning Education (AFCPE), organized a pre-conference to the AFCPE Annual Conference in 2006 and 2007 resulting in gathering stakeholder input from more than 100 Extension educators.
 - National 4-H Learning Priorities: National 4-H Headquarters and 65 Extension 4-H youth development professionals drawn from all facets of the movement and 30 states are working together to create access to consistent, high-quality, relevant, learner-centered professional development learning opportunities based on the National 4-H Learning Priorities for 2007-2012.
 - CSREES also recognizes its role as a conduit of current research information. CSREES works closely with other agencies, organizations and land-grant universities and provides a mechanism to distribute information to stakeholders and partners. A wide variety of CSREES listservs, monitored and moderated by NPLs managing this portfolio, provide an excellent means for systematic distribution of materials.

Portfolio Alignment:

The panel found much of the portfolio to be well aligned with the current state of science. The data reported between 2000 and 2004 were significant. However, the panel questioned how CSREES-F (and therefore how the panelists themselves) would know if

programs were always consistent with the current state of science if good research and evaluations were not conducted.

Recommendations:

The panel strongly believes that CSREES-F should make funding a high-quality evaluation system a priority and that leadership must be provided by the NPLs to promote consistent system-wide evaluation. Beyond just doing the evaluation, the panel stresses the importance of a feedback loop. CSREES-F+S needs to work together to disseminate the findings of evaluations so that the portfolio can continue to be well aligned with the current state of science and that ineffectual or lesser priority programs can be reduced or eliminated.

- Portfolio Response in 2008:
 - Examples of evaluation processes and outcomes are summarized in Appendix F of this report.
- Portfolio Response in 2007:
 - To assure the Financial Security Program is aligned with the current state of science, CSREES collaborated with researchers from eight universities to define the science and prepare a commentary accepted for publication in the summer 2007 issue of *Financial Counseling and Planning*, a professional journal. The research base guided development of project-specific logic models (e.g. NEFE® High School Financial Planning Program®, America Saves) and identification of impact indicators.

Appropriate Methodology:

The panel believed that the portfolio demonstrated that CSREES-F+S usually applied appropriate/cutting edge methodology. Panel members recognized the peer-review process for research proposals assures current methodologies are being used.

Recommendations:

Technology is ever changing and therefore it is necessary for everyone to keep up to date on methodological advances. It was recognized that many personnel involved in CSREES projects need help in using cutting-edge technology and pedagogical advances. The panel recommends that there be professional development activities for and/or mentorship for individuals who need to upgrade skills in this area.

- Portfolio Response in 2008:

NPLs and program specialists involved with this portfolio use Breeze technology extensively for professional development as well as for instruction, information exchange, and for competitive grant review.

 - Breeze technology was used to administer a “virtual panel” for the review of proposals submitted to the Rural Health and Safety Education Program. Six panel reviewers located across the nation were connected with NPL staff in Washington, DC for this review. The use of this technology not only increased the efficiency of the review but also reduced panel costs related to travel and housing.

- NPLs and staff use the AgLearn (<http://www.aglearn.usda.gov/>) system to update their professional skills. The Agriculture Learning (AgLearn) Service is USDA's Learning Management System. AgLearn specifically addresses USDA employees learning needs and organizes USDA agency specialized training courses into a searchable catalogue. The system will also house the training records of each USDA employee and include Individual Development Planning.
- Multiple Breeze sessions introduced Extension personnel participating in the Family Caregiving Community of Practice to the technologies associated with adding content to eXtension.
- Portfolio Response in 2007:
Professional development of NPLs in areas such as the use of appropriate methodology and cross-cutting technology are incorporated into annual Individual Development Plans for the NPLs managing this portfolio. Examples include the following:
 - CSREES personnel developed skills in social marketing through formal training sponsored by the NASD Investor Education Foundation (now renamed the FINRA Investor Education Foundation) and the American Marketing Association.
 - The NPL for Youth Development Research is working with a group of researchers at and-grant universities to develop strategies for expanding a web-based system for accessing quality, reliable and valid youth development/out-of-school time program measures.
 - National 4-H Headquarters' released the results of a national survey of the 4-H workforce which provides baseline data about 4-H staffing structures and salary ranges across the United States. State Extension 4-H program leadership--from all 50 states--responded to the survey and results are reported in eight areas--(1) Profile of respondents; (2) Current 4-H staffing structures; (3) Staffing trends and changes since 1990; (4) Academic degree requirements; (5) Compensation levels; (6) Academic and other preparation; (7) Ideal staffing models; and (8) Current and future challenges.
 - In addition to participating in multiple professional development opportunities through their professional organizations, NPLs and agency staff access the AgLearn system-a technology based online system that provides a consistent and high quality source for professional development for NPLs and agency staff, who are required to take specific courses annually and are offered multiple opportunities for advanced technology instruction and career development training.

Performance:

The panel operationally defined performance as whether or not CSREES-F staff did a good job, and whether or not the portfolio was comprehensive.

Portfolio Productivity Recommendation:

Given the fact that CSREES is explicitly mentioned in this dimension, the panel focused scoring on CSREES-F as the central agency. This score does not reflect what is occurring

at the state level. While the panel recognized NPLs are all extraordinarily busy, engaged in many activities and are quite productive, they did not believe this productivity was demonstrated through the self-review document. While the panel recognizes NPLs are doing the best that they can, they themselves (in the self review document) describe the reporting system as unsystematic and incomplete. It is because of these recognized flaws in the system that the portfolio could not be rated as fully successful. Two specific flaws noted were:

- a) Reporting extension productivity is currently problematic because the system does not fully account for it.
- b) Formula funds help support the infrastructure that affords the states the ability to conduct relevant programs and activities but they too are not accounted for under the CRIS system.

The panel also recognized that CSREES-F is often a rather minor funder/contributor to many of the states' programming efforts. It was understood that this can then set up barriers for the creation, planning, and ultimately reporting on productive activities. The panel would like to note that this reaction is based upon the review period of 2000-2004 and recognizes lessons have been learned and improvements are already being implemented. They are hopeful that there is enough expertise to push the new State Plan of Work systems forward and improve the ability of the portfolio to demonstrate productivity for future panel reviews. The new electronic state plan of work and state reports are constructed along the logic model, making it easier to tie outcomes to activities. This will make reporting productivity much easier. The reports are due by April 2008.

- Portfolio Response in 2008:
 - Continued strides have been made agency wide to improve the current reporting systems. One such example is the Leadership Management Dashboard. A Dashboard is a visual display of the most important information National Program Leaders need to monitor their program information at a glance. Just as an automobile's dashboard provides all the critical information needed to operate the vehicle at a glance, the NPL dashboard serves a similar purpose, assisting NPLs to make strategic decisions, run the daily operations of a team, or perform autonomous tasks. The Leadership Management Dashboard has the potential to improve monitoring by NPLs of research, education and extension programs within their area of subject matter expertise. Continued changes to the Dashboard program are expected to provide improved monitoring capabilities.
- Portfolio Response in 2007:
 - Refer to agency response section of this report.

Portfolio Comprehensiveness:

Of all of the dimensions in this review, the panel struggled most with how to evaluate this dimension. In scoring it the panel operationally defined comprehensiveness as reflective of depth and breadth. The panel recognized breadth quite easily (and also noted concern

that it was too broad and too reflective of what some referred to as a “scatter-gun” approach).

This then gave rise to discussion as to whether the portfolio actually contributed to enhancing rural life along the most critical dimensions. The consensus of the panel was that the portfolio was moderately comprehensive (quite broad yet not deep enough). The panel discussed ensuring that model programs, with truly significant findings, be disseminated more broadly before new programs of unproven or questionable outcomes are implemented.

Recommendations:

It was their stance that CSREES-F should focus on doing a few things very well rather than many things satisfactorily.

As a caveat, the panel discussed the dimension in relation to what it termed “current realities.” This judgment of comprehensiveness was done within the context of current levels of funding. Given the current dollars available, the panel believes that it simply is not possible for the portfolio to successfully achieve both breadth and depth. The portfolio needs increased funding, more and better strategic planning and thinking (tied to thoughtful outcome measures), and greater focus on critical issues.

- Portfolio Response in 2008:
 - Work continues with eXtension and targeted projects. Additionally, the Family Science Program is undergoing a strategic planning process to better align this work with agency and departmental goals as well as with issues critical to the partnership.
 - The Social Science Academy, an internal CSREES program, provides the opportunity for staff from across the biology, physical, engineering, plant, animal, nutrition, youth development, natural resources, economics, sociology, technology, and food science disciplines to participate in a 10-month training to increase their knowledge and ability to incorporate social science dimensions CSREES programs. The goal of the Social Science Academy is to bring together social science researchers with scientists who work in the area of natural resources and other non-social sciences to better understand how these different sciences can inform each other.

- Portfolio Response in 2007:

In addressing the panel recommendations on portfolio comprehensiveness and the concept of *doing a few things very well rather than many things satisfactorily*, the following examples apply:

 - **eXtension:** As technology around the eXtension Initiative has emerged, NPLs are embracing tools that were previously unavailable to them as they attempted to focus portfolio-related work at the national level. Through eXtension- a 24/7/365 Internet-based resource designed to provide access to objective, research-based

- programs solving real problems in real time, NPLs are helping to bring together Communities of Practice around critical needs for the broadest national impact.
- CSREES used *Financial Security in Later Life (FSLL)* model programs as part of a recent mandate that federal employees receive personal finance education. Selected parts of the program toolkit (see www.csrees.usda.gov/fsll) were used to build the eXtension site on financial security.
 - Additional Communities of Practice in this portfolio include Just In Time Parenting, Family Caregiving, Child Care Provider Training, EDEN, and Youth Literacy in Science, Engineering, and Technology.
- **Strategic Planning:** During 2006, Family, 4-H and Nutrition Unit NPLs and others participated in Strategic Planning to focus the work of the unit. Where possible, efforts have been made by NPLs in Human Nutrition and Family Sciences to effectively link healthy lifestyles with healthy rural communities and health systems within this portfolio.
 - A National 4-H Curriculum Summit is being planned for 2007. The summit will examine innovations and strategies that are successful at developing high-quality curricula which support the 4-H mission. The goal of this national meeting is to provide momentum for 4-H faculty and staff to foster improvements as we transition our national curriculum processes.
 - In partnership with National 4-H Council, the NOYCE Foundation has provided seed funding for Science, Engineering and Technology. The funding will be used to develop an action plan with a goal of reaching 1,000,000 new youth through science, engineering and technology. Components of the plan will include: infrastructure, professional development, training and technical assistance, and curriculum modification and development.
 - NPLs in CSREES' Families, 4-H, and Nutrition Unit have been collaborating with partners in both the land-grant universities as well as National 4-H Headquarters' private, non-profit partner, National 4-H Council, to identify more funding and greater focus on critical issues.
 - **Targeted Projects:** Continued efforts to engage in partnerships, such as the Medicare Education Project in partnership with the Centers for Medicare and Medicaid Services, leverage funding on critically important issues. These partnerships are a major step in bringing effective and efficient community-level interventions and improving communication to rural communities.
 - The NPL for Youth Development Research has assembled a team of researchers from land-grant universities and external experts to work on 4-H SET evaluation strategies and models/templates. Ohio State has prepared a report and recommendations regarding educational standards and skills for 4-H SET. This will serve as a guide for developing and evaluating 4-H SET curriculum and programs.

Portfolio Timeliness:

This dimension was very difficult to evaluate given the extremely limited information provided. Despite this, there was some knowledge provided by the panelists about

funding in the states. With this knowledge the panel arrived at a consensus that *some* projects achieve closure on time.

Recommendations:

In regard to future reviews, the panel suggests that there be more clarity in the definition of this dimension and also, more information provided to the panelists. While timeliness is certainly of value, the panel would like to emphasize that requesting an extension to a program/project is not necessarily a weakness. Extensions can be very valid and in effect provide greater contribution to science in the long term. This should be taken into consideration when clarifying this dimension.

- Portfolio Response in 2008:
 - One Solution seeks to address the shortcomings of the existing reporting environment through an integrated approach that ties together reporting systems and processes across all CSREES programs. It will fulfill three major goals:
 - Simplify reporting and reduce burdens for grantees;
 - Improve the quality of accountability data and better equip the agency to meet increasing performance and budget reporting expectations; and reduce efforts required to complete reporting-related processes, allowing staff members to focus on program leadership and active, portfolio-based management.
 - NPLs managing this portfolio continue to work with the CSREES Office of Planning and Accountability and the partnership to address portfolio timeliness with more clarity in the definition of this dimension in future reviews.

- Portfolio Response in 2007:

NPLs managing this portfolio are working with the CSREES Office of Planning and Accountability and the partnership to address portfolio timeliness with more clarity in the definition of this dimension in future reviews. Note that special projects in this portfolio must be completed on time.

Agency Guidance:

Given the fact that CSREES is explicitly mentioned in this dimension, the panel focused scoring on CSREES-F as the central agency. This score does not reflect what is occurring at the state level.

Recommendations:

This dimension needs to be more clearly defined for the purpose of this evaluation. Both management and leadership are listed in the scoring criteria, but *management* and *leadership* are two very different functions.

Overall, given the knowledge the panel brought to the review, what was presented in the document, and given the time frame of 2000 - 2004, the panel would evaluate

management as satisfactory and *leadership* as somewhat weak. The consensus for the dimension as a whole was that CSREES-F performed satisfactorily.

This issue of leadership relates in part to the discussion of accountability below. While the panel did not have detailed budgetary information, it was clear most of the funds allocated by Congress pass through the agency to the states. The states set their own priorities and define their own outcome measures. While the agency has nominal authority to approve or disapprove projects, in reality it holds very little power. Additionally, the panel recognizes CSREES-F has been able to amass a shared portfolio of accomplishment only through aggressive partnering with state networks, other agencies and foundations. While the panel does not find this structure problematic, it does raise the question about how much CSREES-F can be held accountable for programs disseminated throughout the broader network. Authority and responsibility are, to a great extent, currently uncoupled within the funding formulas.

The panel compliments all parties on managing to produce positive work given this arrangement. Even so, it is urged that CSREES-F provide leadership within the context of distributed responsibility to ensure priorities are set and emerging issues addressed.

Communication among all partners needs to be enhanced. For example, the panel noted inconsistent and uneven communication methods/frequency/effectiveness across programs. A recommendation is that CSREES-F act as the leader in ensuring that a communication conduit exists from *Federal Government (which includes NPLS) ↔ Regional Consortia ↔ State ↔ Local Communities ↔ Citizens*. The implementation of a more reliable communication conduit will help build a strategic and focused plan that will necessitate new structure and processes, with information flow to other partners (NGOs, universities, local governments). While the panel believes this is a potential strength, some state representatives do not believe the communication is bi-directional at present because of the limited proportion of federal resources available for these programs. It is difficult for CSREES-F to provide leadership when most of the resources are coming from state and other funds. To achieve its mission, seamless and focused flow of information among all stakeholders is essential.

The proposed Plan of Work has been explained as being developed with extensive input from stakeholders. The panel applauds this approach and hopes to see the new Plan of Work system operational soon. Additional input from the panel is that the process itself should include purposeful, in-depth evaluation as an expectation and a requirement for all future programming.

- Portfolio Response in 2008:
 - The NPL Liaison program and agency outreach continues to be successful and increasingly enhances communication within the partnership.
 - Targeted external partners are continuously informed and engaged in agency and partnership activities through media and collaborative involvement. See Appendix F of this report.

- Portfolio Response in 2007:
 - State liaisons are being encouraged to thoughtfully review State Plans of Work to ensure appropriate use of KAs in program planning, output and outcomes so that in-depth evaluation could be easily conducted when appropriate.
 - CSREES develops a monthly, electronic newsletter called *Family Economics News* to share relevant research findings, effective educational strategies, and resources for funding and sharing program results. The newsletter is circulated to nearly 1,000 faculty, educators, and administrators in the Land-Grant University System and to about 900 external partners who collaborate with CSREES or are interested in our work. This portfolio also contains newsletters on *Housing* and *Family Science* issues of similar distribution and impact.

Portfolio Accountability:

As discussed above, the panel was concerned that the current system requires CSREES-F to be responsible for decisions over which they have little direct authority. Given the current funding and goal setting structures, the panel regarded *accountability* as actually dispersed; yet, the partnership system itself puts the onus on CSREES-F.

Recommendations:

The panel believes the onus should be shared with the partnership states that receive the funding. The system does not capture variations in accountability among the states or allocate accountability between CSREES-F and the state partners. It also says nothing of all the other funding partners. For these reasons the panel scored the portfolio as having a moderate level of accountability.

- Portfolio Response in 2008:
 - Improved strategies were developed in 2007 to better facilitate collection of data from the state annual reports by the Office of Planning and Accountability. The quality of life portfolio team reviewed the summary documents and, as appropriate, obtained targeted information from states. Members of the portfolio team serve as NPL State Liaisons to 16 states which provide opportunities for in-depth analysis of programming efforts and challenges.
 - NPLs also participate in or lead CSREES Institutional Reviews to better gauge, understand, and support partnership opportunities and needs.
- Portfolio Response in 2007:
 - CSREES requires annual Plans of Work and Progress Reports from land-grant universities which are reviewed by CSREES state liaisons as a way to ascertain accountability from a “dispersed” perspective. Members of this portfolio team serve as liaisons to 16 states. Although continued efforts are being made to capture variations in accountability among the

states and/or allocate accountability between CSREES-F and the state partners, at this time it is difficult to do.

Section V: Self-Assessment

Portfolio Score Chart

Criteria	Panel Score	2007 Score	2008 Score
<i>Relevance</i>			
1. Scope	3	3	3
2. Focus	2	2.5	2.5
3. Emerging Issues	3	3	3
4. Integration	2	2.5	2
5. Multi-disciplinary	3	3	2.5
<i>Quality</i>			
1. Significance	2	2	2.5
2. Stakeholder	3	3	3
3. Alignment	3	3	3
4. Methodology	2	2	2.5
<i>Performance</i>			
1. Productivity	2	2	2.5
2. Comprehensiveness	2	2.5	2.5
3. Timeliness	2	2.5	3
4. Agency guidance	2	2	2.5
5. Accountability	2	2	2
<i>Overall score*</i>	81	85	90

* The overall score is based on weighted calculations

2008 Rational for Score Change:

Integration-from a score of 2.5 to 2. *Justification:* Discussion among NPLs and program specialists responsible for this portfolio revealed ambiguity in the interpretation of the integration criterion. Where some NPLs viewed integration from a programmatic perspective, others viewed it as purely functional. Additionally, NPLs felt that from a functional perspective, the portfolio was not highly integrated. Following the scoring discussion, NPLs decided to lower the integration score, because they determined that based on the true definition of integration, a score of 2 was more appropriate at this time.

Multi-Disciplinary Balance-from a score of 3 to 2.5. *Justification:* NPLs responsible for this portfolio lowered this score from 3 to 2.5 because although they believed there are a variety of disciplines represented, balance was at issue. Much of the work of this portfolio is siloed due to human resource and funding challenges. While there is great opportunity for multi-disciplinary balance in this portfolio, the current NPL and program specialist workload does not provide an environment conducive to good balance.

Significance-from a score of 2 to 2.5. *Justification:* This score was raised because there is greater access to and use of quality outputs and outcomes provided by the Office of Planning and Accountability.

Methodology-from a score of 2 to 2.5. *Justification:* This score was raised due to the use of virtual panels, the implementation of RSS feeds, and the use of web-based technologies by NPLs and program specialists, such as Breeze. NPLs responsible for this portfolio felt that they and the agency are moving in the right direction in the implementation of current and cutting edge technologies to support funded projects.

Productivity-from a score of 2 to 2.5. *Justification:* The system is designed for stakeholder input, and partnerships with stakeholders in supporting the work of this portfolio are highly evident throughout this report. The score was raised from 2 to 2.5 because there is greater documentation of productivity through collaborative efforts in this report. See the section entitled “What others are Doing” and Appendix E “Partnering Agencies and Other Organizations” of this report for additional information on productivity through collaborative partnerships.

Timeliness-from a score of 2.5 to 3. *Justification:* Formula and external funding in this portfolio requires that projects be completed in the timeframe of funding. This score was raised from 2.5 to 3, because NPLs felt that all funded projects managed through this portfolio are completed on time, granted limited no-cost extensions, or are in the sustainability phase beyond the funding cycle and function without additional funding.

Agency Guidance-from a score of 2 to 2.5. *Justification:* Through exemplary leadership by the Office of Planning and Accountability and their management and support of this portfolio, steady improvements have been made. Through OPA efforts, stakeholders know and interact with CSREES staff through enhanced communications and outreach. Additionally, the highly successful NPL Liaison Program has built trust and open dialogue throughout the system. Therefore, NPLs raised this score from 2 to 2.5 to reflect the progress made on this criterion.

2007 Rational for Score Change:

Focus-from a score of 2 to 2.5. *Justification:* In assessing this criterion, the self-score review team documented high priority areas where progress has been made since the panel review. Additionally, a redistribution of Knowledge Areas and a strategic planning process has been implemented to better guide this portfolio.

Integration-from a score of 2 to 2.5.

Justification: In assessing this criterion, the self-score review team felt that the breadth of the portfolio reflected the breadth of work in the system and recognized the need to redistribute Knowledge Areas in a more logical and focused way. Redistribution occurred following panel recommendations with the resulting Quality of Life in Rural Areas portfolio more strategically integrated around issues related to quality of life in rural areas.

Quality of Life in Rural Areas Comprehensiveness-from a score of 2 to 2.5.

Justification: In assessing this criterion, the self-score review team was aware of the panel's observation that the portfolio was moderately comprehensive-quite broad yet not deep. Again, this is to some extent a result of the array of KAs that were included in the 2.2 portfolio. With redistribution of KAs, the self-score review team believes that portfolio Quality of Life in Rural Areas will be much more reflective of the suggestion that the portfolio should focus on doing a few things well rather than many things satisfactorily.

Additionally, the review team documented multiple activities highlighting a more targeted strategic plan for the portfolio in the future.

Timeliness-from a score of 2 to 2.5.

Justification: In assessing this criterion, the self-score review team discussed critical processes and partnerships in place around special projects which "must be completed on time" while also acknowledging the fact that some projects, such as Hatch may require no cost extensions. Following dialogue about timeliness issues around projects and funding, the self-score team believed that the panel did not have an accurate operational definition of "timeliness" and the Planning and Accountability Office agreed to explore this issue at the agency level.

Appendix A – External Panel Recommendations to the Agency:

In response to directives from the Office of Management and Budget (OMB) of the President, CSREES implemented the Portfolio Review Expert Panel (PREP) process to systematically review its progress in achieving its mission. Since this process began in 2003, fourteen expert review panels have been convened and each has published a report offering recommendations and guidance. These external reviews occur on a rolling five-year basis. In the four off years an internal panel is assembled to examine how well CSREES is addressing the expert panel's recommendations. These internal reports are crafted to specifically address the issues raised for a particular portfolio. Electronic versions of both external and internal reviews for all portfolios are located on the Agency's website (http://www.csrees.usda.gov/about/strat_plan_portfolio.html).

Even though the expert reports were all written independent of one another on portfolios comprised of very different subject matter, several themes common to the set of review reports have emerged. This set of issues has repeatedly been identified by expert panels and requires an agency-wide response. The agency has taken a series of steps to effectively respond to those overarching issues.

- **Issue 1: Getting Credit When Credit is Due**

For the most part panelists were complimentary when examples showing partnerships and leveraging of funds were used. However, panelists saw a strong need for CSREES to better assert itself and its name into the reporting process. Panelists believed that principal investigators who conduct the research, education and extension activities funded by CSREES often do not highlight the contributions made by CSREES. Multiple panel reports suggested CSREES better monitor reports of its funding and ensure that the agency is properly credited. Many panelists were unaware of the breadth of CSREES activities and believe their lack of knowledge is partly a result of CSREES not receiving credit in publications and other material made possible by CSREES funding.

Issue 1: Agency Response:

To address the issue of lack of credit being given to CSREES for funded projects, the Agency implemented several efforts likely to improve this situation.

First CSREES developed a standard paragraph about CSREES's work and funding that project managers can easily insert into documents, papers and other material funded in part or entirely by CSREES.

Second, the Agency is in the process of implementing the "One Solution" concept. One Solution will allow for the better integration, reporting and publication of CSREES material on the web. In addition, the new Plan of Work (POW), centered by a logic model framework, became operational in June 2006. Because of the new POW requirements and the POW training conducted by the Office of Planning and Accountability (OPA), it will be simpler for state and local partners to line up the work they are doing with agency expenditures. This in turn

will make it easier for project managers to cite CSREES contributions when appropriate.

The Agency has started the process of upgrading the Current Research Information System (CRIS), once upgraded it will be named the CSREES Information System (CIS). The CIS will allow users to access information from the Plan of Work (POW) and new Standard Report in a more effective and efficient manner. In addition to the CIS, the new Annual Reporting system that is based on activities discussed in the POW was launched in 2008.

- **Issue 2: Partnership with Universities**

Panelists felt that the concept of partnership was not being adequately presented. Panelists saw a need for more detail to be made available. Panelists asked a number of questions revolving around long-term planning between the entities they also asked how the CSREES mission and goals were being supported through its partnership with universities and vice versa.

Issue 2: Agency Response:

CSREES has taken several steps to strengthen its relationship with university partners. During the November 2005 National Association of State University and Land-Grant Colleges (NASULGC) meeting in Washington, D.C., Dr. Colien Hefferan announced a new cooperative program entitled the new NPL Institutional Liaison program. The primary goal of this program is to strengthen the relationship between CSREES and its state partners, thus enhancing the effectiveness of the work done by CSREES. Through teleconferences, campus visits, e-mails and other meeting opportunities; CSREES's knowledge and understanding of institutional interests and needs will increase. CSREES is committed to learning more about state research, extension and education activities, strategic plans, and goals.

NPL Liaisons have the following duties:

- Become knowledgeable about the administrative structure budget sources and major program commitments of your institution
- Meet regularly with the CSREES deputy administrator liaison with your region
- Make quarterly phone calls or teleconferences to appropriate university officials in order to create ongoing dialogue of shared interests and needs
- Schedule campus visit/s in order to enhance the partnership
- Serve as the joint reviewers of your integrated annual plans of work from cooperative extension and research
- Identify partnership opportunities within CSREES and other federal agencies to strengthen your programs and assist in meeting your goals

Finally, several trainings that focused on the POW were conducted by CSREES in geographic regions throughout the country. A major goal of this training was to

better communicate CSREES goals to state leaders which will facilitate better planning between the universities and CSREES.

- **Issue 3: National Program Leaders**

Without exception the portfolio review panels were complimentary of the work being done by NPLs. They believe NPLs have significant responsibility, are experts in the field and do a difficult job admirably. Panelists did however mention that often times there are gaps in the assignments given to NPLs. Those gaps leave holes in programmatic coverage.

Issue 3: Agency Response:

CSREES values the substantive expertise that NPLs bring to the Agency and therefore requires all NPLs to be experts in their respective fields. Given the budget constraints often times faced by the agency, the agency has not always been able to fund needed positions and had to prioritize its hiring for open positions. In addition, because of the level of expertise CSREES requires of its NPLs, quick hires are not always possible. Often, CSREES is unable to meet the salary demands of those it wishes to hire. It is essential that position not only be filled but filled with the most qualified candidate.

Operating under these constraints and given inevitable staff turnover, gaps will always remain. However, establishing and drawing together multidisciplinary teams required to complete the portfolio reviews has allowed the Agency to identify gaps in program knowledge and ensure that these needs are addressed in a timely fashion. To the extent that specific gaps are mentioned by the expert panels, the urgency to fill them is heightened.

- **Issue 4: Integration**

Lack of integration has been highlighted throughout the panel reviews. While review panelists certainly noted in their reports where they observed instances of integration, almost without fail panel reports sought more documentation in this regard.

Issue 4: Agency Response:

Complex problems require creative and integrated approaches that cut across disciplines and knowledge areas. CSREES has recognized the need for these approaches and has undertaken steps to remedy this situation. CSREES has recently mandated that up to twenty-six percent of all NRI funds be put aside specifically for integrated projects. These projects cut across functions as well as disciplines and ensure that future Agency work will be better integrated. Integration is advanced through the portfolio process which requires cooperation across units and programmatic areas.

- **Issue 5: Extension**

While most panels seemed satisfied at the level of discussion that focused on research, the same does not hold true for extension. There was a call for more

detail and more outcome examples based upon extension activities. There was a consistent request for more detail regarding not just the activities undertaken by extension but documentation of specific results these activities achieved.

Issue 5: Agency Response:

Conferences have been conducted to increase the awareness of improved methodologies and reporting systems for documenting outcomes and impacts for the Agency. A CSREES Planning and Evaluation Mini-Conference was held April 23-24, 2007 in conjunction with the Administrative Officers' Conference in Seattle, WA. This mini-conference was designed for those planning programs or engaged in performance measurement and program evaluation. Participants learned about Plan of Work reporting, what CSREES has learned from the 2007-2011 Plans submitted, and how CSREES has used and expects to use information from annual reports and plans.

In addition to the CSREES Planning and Evaluation Mini-Conference, CSREES, in partnership with Texas A&M University, started a bi-monthly CSREES Reporting Web Conference Series (RWC) in February 2008. This series originated from requests for more information on various topics identified at the 2007 CSREES Planning and Accountability Mini-Conference. Topics for the series include:

- Agricultural Research, Extension, and Education Reform Act (AREERA);
- Plans of Work (POW);
- Annual Reports;
- One Solution;
- CRIS (soon to become CSREES Information System (CIS)); and
- Outcome reporting.

The AREERA Plan of Work and Annual Reporting system (POW) made extension-based results and reporting a priority. The new POW includes program descriptions and progress reports limited to four legislatively prescribed lines of funding. POW includes descriptions and annual accomplishments for each subject program. POW is a database application containing a combination of structured data and unstructured text box fields. These reports provide state level documentation of extension outcomes and impacts not previously captured in Agency wide reporting systems. Approved state plans of work and annual reports will be available in the Research, Education, and Economics Information System (REEIS) in the fall of 2008.

- **Issue 6: Program Evaluation**

Panelists were complimentary in that they saw the creation of OPA and portfolio reviews as being the first steps towards more encompassing program evaluation work; however, they emphasized the need to see outcomes and often stated that the scores they gave were partially the result of their own personal experiences

rather than specific program outcomes documented in the portfolios. In other words, they know first hand that CSREES is having an impact but would like to see more systematic and comprehensive documentation of this impact in the reports.

Issue 6: Agency Response:

The effective management of programs is at the heart of the work conducted at CSREES and program evaluation is an essential component of effective management. In 2003 the PREP process and subsequent internal reviews were implemented. Over the past four years 14 portfolios have been reviewed by expert panel members and continue to be self-assessed annually. Each year this process improves, including reconfiguration of several portfolios to become better structured for planning and assessment. NPLs are now familiar with the process and the staff of the Office of Planning and Accountability (OPA) has implemented a systematic process for pulling together the material required for these reports.

Simply managing the process more effectively is not sufficient for raising the level of program evaluations being done on CSREES funded projects to the highest standard. Good program evaluation is a process that requires constant attention by all stakeholders and the agency has focused on building the skill sets of stakeholders in the area of program evaluation. The OPA has conducted training in the area of evaluation for both NPLs and for staff working at Land-Grant universities. This training is available electronically and the OPA will be working with NPLs to deliver training to those in the field.

The OPA is working more closely with individual programs to ensure successful evaluations are developed, implemented and the data analyzed. Senior leadership at CSREES has begun to embrace program evaluation and over the coming years CSREES expects to see state leaders and project directors more effectively report on the outcomes of their programs as they begin to implement more rigorous program evaluation. The new POW system ensures data needed for good program evaluation will be available in the future.

The newly formatted annual review document has encouraged the discussion of program evaluations conducted regarding programs funded by the Agency for the particular portfolio being highlighted.

- **Issue 7: Logic Models**

Panelists were consistently impressed with the logic models and the range of their potential applications. They expressed the desire to see the logic model process used by all projects funded by CSREES and hoped not only would NPLs continue to use them in their work but, also, that those conducting the research and implementing extension activities would begin to incorporate them into their work plans.

Issue 7: Agency Response:

Logic models have become a staple of the work being done at CSREES and the Agency has been proactive in promoting the use of logic models to its state partners.

Two recent initiatives highlight this. First, in 2005, the POW reporting system into which states submit descriptions of their accomplishments was completely revamped. The new reporting system now closely matches the logic models being used in portfolio reports. Beginning in fiscal year 2007, states will be required to enter all of the following components of a standard logic model. These components include describing the following:

- Program Situation
- Program Assumption
- Program Long Term Goals
- Program Inputs which include both monetary and staffing
- Program Output which include such things as patents
- Short Term Outcome Goals
- Medium Term Outcome Goals
- Long Term Outcome Goals
- External Factors
- Target Audience

A series of training workshops were conducted by the OPA for staff from CSREES and from the Land-Grant partnership. OPA senior staff traveled to regional conferences attended by Project Directors and Principal Investigators funded by CSREES. They conducted workshops on budget and performance integration and logic models. These sessions helped our partners understand the full picture and emphasized the need for our partners to report their accomplishments. Senior staff presented the logic model as a conceptual as well as an application tool useful for planning and reporting. Partners have now begun to use logic model in their work as well as report their accomplishments. In fact the Competitive Program unit of the Agency has made the inclusion of logic models a requirement for Integrated Programs.

Appendix B - Detailed Funding Tables for Primary KAs – CSREES Funding: *If data is unavailable note n/a in the allocated space.*

KA 607: Consumer Economics CSREES Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	709	609	539	537	613	3,007
McIntire-Stennis	0	0	0	0	0	0
Evans Allen	0	73	107	81	68	329
Animal Health	0	0	0	0	0	0
Special Grants	37	46	104	172	213	572
NRI Grants	161	622	24	921	536	2,264
SBIR Grants	40	0	0	0	0	40
Other Grants	231	350	10	288	0	879
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	1,178	1,700	784	1,999	1,430	7,091

KA 724: Healthy Lifestyle CSREES Funding						
(as reported by the Current Research Information System)						
Funding Sources	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	n/a*	n/a*	n/a*	0	74	74
McIntire-Stennis	n/a*	n/a*	n/a*	0	0	0
Evans Allen	n/a*	n/a*	n/a*	0	0	0
Animal Health	n/a*	n/a*	n/a*	0	0	0
Special Grants	n/a*	n/a*	n/a*	0	332	332
NRI Grants	n/a*	n/a*	n/a*	0	745	745
SBIR Grants	n/a*	n/a*	n/a*	0	0	0
Other Grants	n/a*	n/a*	n/a*	15	556	571
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	n/a*	n/a*	n/a*	15	1,707	1,722

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KA 801: Individual and Family Resource Management CSREES Funding						
(as reported by the Current Research Information System)						
Funding Sources	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	502	502	437	440	460	2,341
McIntire-Stennis	10	0	0	0	1	11
Evans Allen	201	56	44	9	9	319
Animal Health	0	0	0	0	0	0
Special Grants	0	0	0	0	0	0
NRI Grants	0	53	0	225	83	361
SBIR Grants	0	0	168	296	0	464
Other Grants	0	0	0	122	433	555
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	713	611	649	1,092	986	4,051

KA 802: Human Development and Well-being CSREES Funding						
(as reported by the Current Research Information System)						
Year	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	1,140	1,205	1,061	1,104	1,416	5,926
McIntire-Stennis	10	0	0	0	0	10
Evans Allen	325	469	480	250	262	1,786
Animal Health	0	0	0	0	0	0
Special Grants	43	0	0	405	386	834
NRI Grants	368	119	0	1,833	1,615	3,935
SBIR Grants	0	0	80	0	296	376
Other Grants	0	77	0	718	1,671	2,466
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	1,886	1,870	1,621	4,311	5,646	15,334

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KA 804: Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures Overall Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	217	243	223	153	183	1,019
McIntire-Stennis	74	82	77	57	0	290
Evans Allen	107	118	107	269	439	1,040
Animal Health	0	0	0	0	0	0
Special Grants	0	0	96	0	0	96
NRI Grants	232	61	73	0	0	366
SBIR Grants	296	0	0	0	296	592
Other Grants	0	107	96	178	98	479
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	926	611	672	656	1,017	3,882

KA 805: Community Institutions, Health, and Social Services CSREES Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	723	498	459	472	452	2,604
McIntire-Stennis	25	15	23	22	20	105
Evans Allen	206	236	363	367	543	1,715
Animal Health	0	0	0	0	0	0
Special Grants	236	180	405	384	441	1,646
NRI Grants	0	224	0	321	476	1,021
SBIR Grants	48	0	96	376	0	520
Other Grants	0	477	160	424	257	1,318
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	1,238	1,630	1,506	2,365	2,190	8,929

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KA 806: Youth Development CSREES Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Hatch	n/a*	n/a*	n/a*	n/a*	4	4
McIntire-Stennis	n/a*	n/a*	n/a*	n/a*	0	0
Evans Allen	n/a*	n/a*	n/a*	n/a*	0	0
Animal Health	n/a*	n/a*	n/a*	n/a*	0	0
Special Grants	n/a*	n/a*	n/a*	n/a*	144	144
NRI Grants	n/a*	n/a*	n/a*	n/a*	66	66
SBIR Grants	n/a*	n/a*	n/a*	n/a*	0	0
Other Grants	n/a*	n/a*	n/a*	n/a*	380	380
Smith-Lever 3(b) and (c)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Smith-Lever 3(d)	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
1890 Extension	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Higher Education	n/a*	n/a*	n/a*	n/a*	n/a*	n/a*
Total	n/a*	n/a*	n/a*	n/a*	594	594

Appendix C - Detailed Funding Tables for Primary KAs – All Known Funding:

KA 607: Consumer Economics Overall Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Admin	1,179	1,700	783	1,999	1,430	7,091
Other USDA	285	82	215	395	108	1,085
Other Federal	319	128	350	1,539	216	2,552
State Appr.	3,620	2,812	3,371	3,547	2,968	16,318
Self-Gen	83	52	167	155	153	610
Ind/Gr Agrmt	449	128	390	559	438	1,964
Other Non-Fed	302	178	181	742	142	1,545
Total	6,237	5,080	5,457	8,937	5,455	31,166

KA 724: Healthy Lifestyle Overall Funding						
(as reported by the Current Research Information System)						
Funding Sources	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Admin	n/a*	n/a*	n/a*	15	1,707	1,722
Other USDA	n/a*	n/a*	n/a*	0	0	0
Other Federal	n/a*	n/a*	n/a*	0	37	37
State Appr.	n/a*	n/a*	n/a*	0	144	144
Self-Gen	n/a*	n/a*	n/a*	0	0	0
Ind/Gr Agrmt	n/a*	n/a*	n/a*	0	0	0
Other Non-Fed	n/a*	n/a*	n/a*	0	4	4
Total	n/a*	n/a*	n/a*	15	1,892	1907

KA 801: Individual and Family Resource Management CSREES Funding						
(as reported by the Current Research Information System)						
Funding Sources	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Admin	713	611	649	1,092	986	4,051
Other USDA	100	15	2	8	26	151
Other Federal	586	152	136	63	1,414	2,351
State Appr.	2,461	1,848	2,028	2,021	1,935	10,293
Self-Gen	79	44	91	99	177	490
Ind/Gr Agrmt	80	85	90	49	31	335
Other Non-Fed	428	807	169	93	74	1,571
Total	4,446	3,563	3,165	3,424	4,643	19,241

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KA 802: Human Development and Well Being CSREES Funding						
(as reported by the Current Research Information System)						
Funding Sources	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Admin	1,886	1,870	1,621	4,311	5,646	15,334
Other USDA	296	177	21	31	59	584
Other Federal	1,387	1,065	1,012	3,166	11,688	18,318
State Appr.	6,144	6,385	6,954	8,531	6,477	34,491
Self-Gen	332	321	198	791	716	2,358
Ind/Gr Agrmt	837	1,157	1,744	1,756	1,129	6,623
Other Non-Fed	592	589	486	722	484	2,873
Total	11,475	11,564	12,035	19,309	26,394	80,777

KA 804: Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures Overall Funding						
(as reported by the Current Research Information System)						
Funding Sources	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Admin	926	611	672	656	1,017	3,882
Other USDA	211	96	88	80	23	498
Other Federal	370	329	420	403	478	2,000
State Appr.	1,679	1,173	1,092	1,627	1,159	6,730
Self-Gen	147	88	93	521	74	923
Ind/Gr Agrmt	177	130	325	575	246	1,453
Other Non-Fed	389	220	220	1,444	407	2,680
Total	3,900	2,646	2,910	5,305	3,403	18,164

KA 805: Community Institutions, Health, and Social Services CSREES Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
CSREES Admin	1,238	1,629	1,505	2,365	2,190	8,927
Other USDA	349	160	211	323	207	1,250
Other Federal	835	252	119	260	81	1,547
State Appr.	3,847	3,180	2,662	3,317	3,771	16,777
Self-Gen	309	303	233	472	675	1,992
Ind/Gr Agrmt	265	134	214	254	154	1,021
Other Non-Fed	446	352	307	413	157	1,675
Total	7,289	6,010	5,251	7,403	7,236	33,189

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KA 806: Youth Development CSREES Funding						
(as reported by the Current Research Information System)						
Funding Source	\$ in the thousands					
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Total
Proj. No.	n/a*	n/a*	n/a*	n/a*	18	18
CSREES Admin	n/a*	n/a*	n/a*	n/a*	594	594
Other USDA	n/a*	n/a*	n/a*	n/a*	0	0
Other Federal	n/a*	n/a*	n/a*	n/a*	19,352	19,352
State Appr.	n/a*	n/a*	n/a*	n/a*	16	16
Self-Gen	n/a*	n/a*	n/a*	n/a*	0	0
Ind/Gr Agrmt	n/a*	n/a*	n/a*	n/a*	0	0
Other Non-Fed	n/a*	n/a*	n/a*	n/a*	3	3
Total	n/a*	n/a*	n/a*	n/a*	19,983	19,983

Appendix D - List of Supporting Programs: Provide a list of supporting programs and a brief description of their relationship with the portfolio. These programs may not be funded under the primary KAs but have supported the outcomes of this portfolio and for accountability purposes should be acknowledged. This should be updated as often as it is needed.

Programs Related to Portfolio (Portfolio Name)	
Name of Related Program	Description of Relationship
Children, Youth & Families at Risk (CYFAR)	Through an annual Congressional appropriation for the National Children, Youth and Families at Risk (CYFAR) Program, the Cooperative State Research, Education, and Extension Service, under the U.S. Department of Agriculture, allocates funding to Land-Grant University Extension Services for community-based programs for at-risk children and their families. http://www.csrees.usda.gov/nea/family/cyfar/cyfar.html
Expanded Food and Nutrition Education Program (EFNEP)	An extension program providing nutrition education to limited income families and youth across the United States and in the 6 U.S. territories. http://www.csrees.usda.gov/nea/food/efnep/formula_grant.html
Food and Agricultural Sciences National Needs Graduate and Postgraduate Fellowship Grants Program	Grants are specifically intended to support fellowship programs that encourage outstanding students to pursue and complete their degrees or obtain postdoctoral training in areas where there is a national need for the development of scientific and professional expertise. Food science (specifically in food safety and foods for health) and human nutrition (specifically in obesity, diet and exercise) each represent one of the eight national need areas. http://www.csrees.usda.gov/nea/education/education_national_needs.html
Hatch Evans Allen	Formula grants to 1862 and 1890 land-grant universities which support a broad array of research including integrated research related to quality of life in rural areas. http://www.csrees.usda.gov/business/awards/formula/hatch.html http://www.csrees.usda.gov/business/awards/formula/evansallen.html
NRI Section 31.5 Human Nutrition and Obesity	Research and Integrated projects funded by this program are intended to lead to a better understanding of the behavioral and environmental factors that influence obesity and to the development and evaluation of effective interventions to prevent obesity. www.csrees.usda.gov/fo/humannutritionobesitynri.html
Rural Health and Safety Education Program	The primary objective of the Rural Health and Safety Education Program in 2007 and 2008 is to focus on issues related to healthy aging in rural America. It considers nutrition, healthy lifestyles, and quality of life knowledge areas. http://www.csrees.usda.gov/fo/ruralhealthandsafetyeducation.cfm
Smith Lever	The Smith-Lever Act of 1914 establishes the Cooperative Extension Service and provides federal funds for cooperative extension activities. The act requires that states provide a 100% match from non-federal resources. The act also authorizes special extension projects under section 3(d). Current projects funded under this authority include the Expanded Food and Nutrition Education Program, Farm Safety, Integrated Pest Management, and Children, Youth and Families at Risk. http://www.csrees.usda.gov/business/awards/formula/smithlever.html

Appendix E - Partnering Agencies and Other Organizations: Provide a bulleted list of any partnering agencies and other organizations that have provided direct support to the portfolio. This should be updated as often as it is needed.

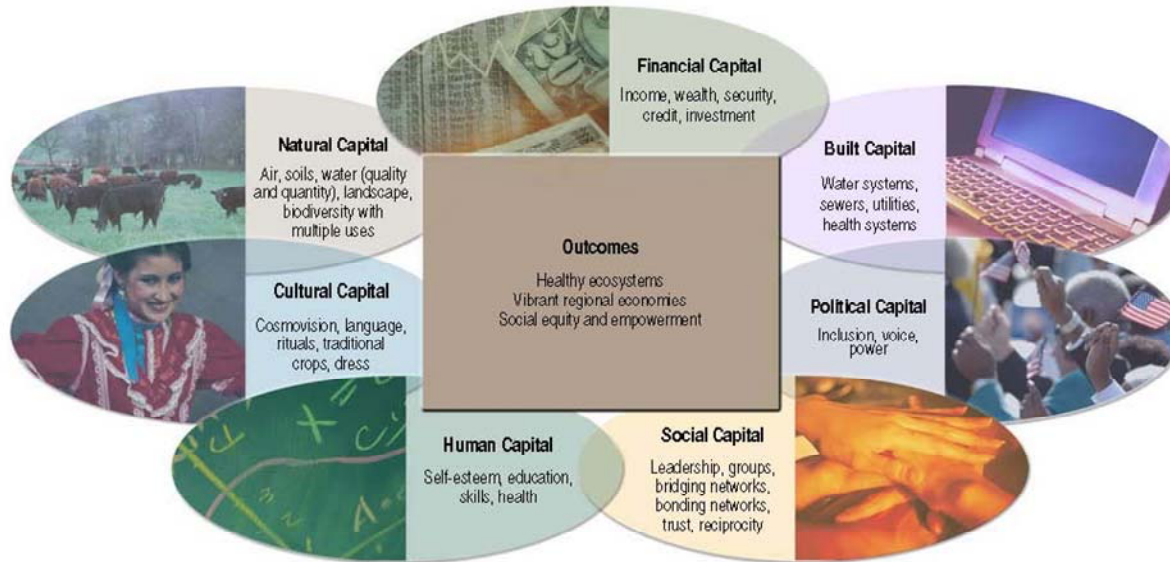
Portfolio: Nutrition and Healthier Food Choices' Partnering Agencies and Organizations	
Name of Program	Agency Type
Rural Housing Service	USDA Agency
Food and Drug Administration Office of Women's Health	Non-USDA Federal Agencies
Health and Human Services Steps to a Healthier US	Non-USDA Federal Agencies
Centers for Disease Control/National Cancer Institute Breast Cancer Prevention and Outreach (Team Up)	Non-USDA Federal Agencies
America On The Move Foundation	Non-USDA Agency
Federal Interagency Working Group on Child Abuse and Neglect Prevention-Recognizing	Non-USDA Federal Agencies
Federal Interagency Working Group on Older American Indians	Non-USDA Federal Agencies
Financial Literacy and Education Commission	Non-USDA Federal Agencies
United States Department of Housing and Urban Development - Office of Lead Hazards Control and Healthy Housing	Non-USDA Federal Agencies
Helping America's Youth	Non-USDA Federal Agencies
Department of Home Security - Federal Emergency Management Agency	Non-USDA Federal Agencies
President's New Freedom Initiative on Mental Health	Non-USDA Federal Agencies
Financial Literacy and Education Commission	Non-USDA Federal Agencies
National Savings Forum	Non-Federal Organization
Jump\$tart Coalition for Personal Financial Literacy,	Non Federal Organization
American Savings Education Council	Non Federal Organization

Appendix F - Program Evaluations: List any program evaluations conducted for programs covered by this portfolio for the past 5 years, include the date of the evaluation. Bullet significant findings from the evaluation as well as recommendations that will support future goals of the portfolio. This should be updated as often as it is needed.

Portfolio (Portfolio Name)'s Program Evaluations				
Date	Type of Evaluation/Analyses	Brief Description	Evaluation Recommendations	What Was the Effect
2007, 2008	Reports by County Extension educators.	Participation in America Saves Week – direct method types and people reached; indirect method types and people reached; Savers enrolled, monthly savings pledged, accounts opened; partners; funding and other sponsorship	Coordinate with Consumer Federation of America to avoid duplication in reporting Quantify public value of Extension involvement to encourage community members to build wealth, not debt	Financial institutions offering low deposit accounts for first-time savers Participants changing knowledge and actions related to debt management and savings
Ongoing	Program participant self-report	Financial Security in Later Life toolkit of educational programs	Maintain community-based programming as determined by local needs analysis; transition programs for web-based learning through eXtension	Educators trained; program participants gained knowledge and took action
2004, 2009	Mailed survey; focus groups	NEFE® High School Financial Planning Program (CSREES, working through Cooperative Extension) is a leading partner	Include components on effectiveness of teacher training. Articulate public value along with knowledge, action, and confidence changes by participants	Teachers trained; student knowledge improved; students actions changed positively; students confidence with money increased
2008	On-line	eXtension Financial Security assessments	Go beyond outputs data about page views and length of visits to determine knowledge and planned action changes	Knowledge gained; positive financial actions planned

Appendix G – Community Capitals:

Community Capitals



NORTH CENTRAL REGIONAL CENTER FOR RURAL DEVELOPMENT
Iowa State University, 107 Curtis Hall, Ames, IA 50011-1050
(515) 294-8321, (515) 294-3180 fax, www.ncrcrd.iastate.edu

Appendix H – Levels of Evidence:

1=Gold
All are evidence-based

Levels of Research Evidence
Adapted From Priorities for Selecting an Intervention Program-National Cancer Institute, 2005

T Y P E S	TYPES OF PROGRAMS				
		Research Tested Intervention Program (peer reviewed, funded research & publication)	Evaluated Program (peer reviewed publication)	Evidence- Informed Program (based on literature)	Program based on experience/tacit knowledge (no reference to literature)
O F	Systematic Review	1	2	4	NA
E V I D E N C E	Secondary Systematic Review	2	3	6	NA
	Individual Efficacy/ Effectiveness Study	4	5	7	NA
	Individual Program Evaluation	NA	NA	8	9