



University of Maryland Extension
2010 Individual Extension Plan
 Planning Period January 1, 2010 – December 31, 2010

Name				Directory ID	University Title – Choose from drop-down menu
Employment Date	Extension Appt %	Research Appt %	Instruction Appt %	Location	Working Title

Description of the Nature and Purpose of this Position *Enter description in paragraph format*

Duties & Responsibilities	Teaching (Program Development), Planning, Implementation, and Evaluation <i>This should be a general description of your efforts in this area.</i>
	Scholarship <i>All tenured and tenure-track Extension faculty must have scholarship as part of their IEP. Be specific.</i>
	Resource Development <i>List current or planned efforts regarding obtaining extramural funding to support Extension programming. You may also include specific volunteer recruitment efforts.</i>
	Service <i>List committees or service roles that you perform in support of UME, the University, and to your profession. You should include one Public Relations effort that you plan to participate in during 2010.</i>
	Administrator (CED and Supervisory Responsibilities) <i>Specific administrative and supervisory responsibilities should be listed here.</i>

Program Specific Responsibilities – All UME faculty are expected to be working with one or more UME Impact Teams in 2010. Additionally at least 70-80% of Extension Planned time will be spent programming in these areas.

Impact Team your work supports - Choose from Drop-Down	Your Role – use drop-down menu	% of time allotted
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“All programs will be conducted in accordance with the UME Affirmative Action Plan (2003). Participants will have access to programs and facilities without regard to race, color, gender, religion, national origin, sexual orientation, age, disability, or marital or parental status. Public notification will include media statements as provided by UME Media Statement Policy.”
Affirmative Action and Diversity is a part of all themes and all program plans should include information for accommodating a diverse population.

Program Planning Details for Extension Program Area FoodSmart

Situation Statement

Marylander's food choices are based on their knowledge, experience and access to safe, healthy and affordable food. (See specific logic model part of TEP for specific situation statements for each strategic goal area below).

Assumptions

Science, Engineering, and Technology- 4-H non-formal experientially based program addressing science abilities, concepts and content under guidance of trained (scientifically able) 4-H volunteers. Participation in 4-H SET programs can increase awareness of SET skills, content, and career possibilities to increase engagement of youth in SET careers.

External Factors

Willingness of 4-H Youth Development and other extension educators and staff to commit time to develop programming in one or more of the initiative areas.

Sufficient funding and staffing (volunteer and paid) resources to support delivery of youth develop programs.

Outcome Summary

Specific Inputs

People

4-H youth, youth development faculty and staff

4-H volunteers

Science, Engineering and Technology Team

Curriculum – *Growing Healthy Habits / Grow It Eat It /*

(4-H Gardening Project Work / Jr Master Gardeners /4-H SET Curriculum)

Time

% time of 4-H educators to carry out Impact Team programming

Funding

Potential Health Rocks funding

Maryland Grain Producers Utilization Board Funding

Communities Putting Prevention to Work (CPPW) funding (American Recovery and Reinvestment Act of 2009 – matching goals – large grant potential.

Maryland Department of Health and Mental Hygiene - grant to educate farm community regarding regulations for on-farm processing.

Resources to support ongoing training, program development, and program implementation

Current/Potential Partners

UME Collaborators- FSNE, EFNEP, 4-H, FCS, Ag, Ag Econ, AGNR (OIT, NFSC), JIFSAN, CFSSS, Sea Grant

State Agencies- MDA, MSDE, MDHMH, WIC, FSP, DOA, MDED, MAEF, Maryland Agricultural Commission

Federal Agencies- USDA, SNAP, FDA, FSIS

Private Organizations- Farm Bureau, Boys and Girls Clubs, Home Owner Associations, farmers' market

Specific Outputs

Youth and adults participate in quality events and opportunities, such as train-the-trainer educational experiences. These events would focus on building leadership, entrepreneurship, workforce readiness and Science, Technology, Engineering and Mathematics (STEM).

Community partners to support 4-H expansion in out of school time, EWR, and/or SET are established.

Specific Outcomes for Individualized Program Efforts (List Below)

	Outcomes	Evaluation Indicators	Evaluation Methods
<p>Short Term (1-2 yrs)</p>	<p>Maryland 4-H Youth and Adults will have opportunities to participate in fairs/ shows/ workshops/ learning stations to develop safe food handling practices. (Program management of fairs/ shows, 4-H food and nutrition programs.)</p>	<p>Number of opportunities for youth and adults to participate in events that provide learning of food safety practices.</p>	<p>Pre/post questionnaire to assess changes in knowledge and behavior.</p>
	<p>Maryland 4-Hers implement safe food handling practices.</p>	<p>Number of youth and adult displaying proper food safety practices.</p>	<p>4-H food preservation exhibits in county/state fair demonstrate that the food was properly preserved.</p>
	<p>More Maryland 4-Hers grow some of their own food.</p>	<p>Number of youth working with the Clean Hands Save Lives display.</p>	<ul style="list-style-type: none"> - Labels indicate proper preservation technique - Jars and lids illustrate safe food handling techniques.
	<p>Maryland 4-H Youth exhibit the produce from their gardens.</p>	<p>Number of youth entering food preservation at county/state fairs utilizing proper food safety procedures</p>	<p>Follow the key safe food handling recommendations (clean; separate; cook; chill)</p>
	<p>Maryland 4-H Youth will utilize safe food handling practices in their 4-H foods programs. (Visual Presentations/ Egg Preparation Demonstrations/ Food Challenges/ Consumer Judging/ LifeSmarts/ etc.)</p>	<p>Number of youth utilizing safe food handling practices.</p>	<p>Wash hand before working with food lean food preparation utensils and surfaces Wash fruits and vegetables before eating and preparing</p>
	<p>Maryland 4-H Youth and Volunteers help develop backyard and community gardens (establish, maintain or expand)</p>	<p>Number of youth and adults attending food safety workshops.</p>	<p>Keep raw meat separate from ready to eat foods</p>
	<p>Marylander youth food gardening knowledge and skills are improved</p>	<p>Number of youth who demonstrate increased basic gardening knowledge and skills.</p>	<p>Cook food to safe temperature using a food thermometer</p>
	<p>4-H Youth adopt sustainable gardening practices that improve soil and protect water resources</p>	<p>Number of youth who</p>	<p>Store foods at a safe temperature using an appliance thermometer</p> <p>Number of contacts at Clean Hands display. Number of youth who can</p>

	<p>Science, Engineering, and Technology Youth increase their awareness of SET and the connection to sustainable gardens.</p> <p>Youth increase knowledge and gain SET abilities.</p>	<p>demonstrate behavior change or intent to change behavior, including starting a garden and adopting recommended practices</p> <p>Number of youth gardeners who use recommended soil and water protection practices</p> <p>Number of volunteers trained to work with garden projects.</p> <p>Number of 4-H youth who helped school and community gardens start, maintain, replant or expand</p> <p>#of 4-H youth who participate in Farm to School, CSA's and school and community gardens.</p> <p>% increase in enrollment of youth not currently participating in 4-H youth gardening programs</p> <p>SET activities and programs implemented by trained trainers (4-H youth and adult volunteers)</p>	<p>properly respond to “what it the proper method for hand washing?”</p> <p>Number of 4-H youth enrolled in gardening projects.</p> <p>Number of 4-H youth entering garden produce in county and state fairs.</p> <p>Number of youth and adults who work with community gardens.</p> <p>Number of youth and adults who utilize good practices in developing and sustaining gardens.</p> <p>Follow-up surveys to determine program’s effectiveness and an increase participation in Farm to School, in CSA’s, and school and community gardens.</p>
<p>Medium Term (3-4 yrs)</p>	<p>Maryland 4-Hers implement safe food handling practices.</p>	<p>Number of youth entering food preservation at county/state fairs utilizing proper food safety procedures</p>	<p><i>Number of properly preserved foods in county/state fairs have increased.</i></p>
<p>Long Term (5+ yrs)</p>	<p><i>Enter outcome statements here</i></p>	<p><i>Enter indicators here</i></p>	<p><i>Evaluation methods here</i></p>

**Program Planning Details for Extension Program Area
Impact Team your work supports - Choose from Drop-Down**

Situation Statement *Enter description in paragraph format*

Assumptions *Enter description in paragraph format*

External Factors *Enter description in paragraph format*

Outcome Summary *Enter description in paragraph format*

Specific Inputs *Enter description in paragraph format*

Specific Outputs *Enter description in paragraph format*

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Extension Professional Development- Employees are UME’s most valuable asset. To enhance the effectiveness of extension employees and to increase the professional value of extension, opportunities for development and training are essential. Training in both **subject matter** and **process skills** is important to insure increased capacity of educators to better educate Maryland citizens.

UME Core Competencies include **Knowledge of the Organization, Technical Experience, Programming, Professionalism, Communications & Marketing, Human Relations,** and **Leadership**. These competencies provide the framework for professional development. For more information, visit <http://wred.umd.edu/Core-Competencies/Home.htm>

Faculty professional development plans should include specific plans for enhancing both technical/subject matter knowledge and process skills such as needs assessment, program planning, teaching techniques, and evaluation methods. Professional Development must enhance the work of the Impact Team(s) with which you are affiliated. By increasing skills and knowledge, educators will be better able to meet goals identified in the programs planned for the year. It is recommended that educators plan 10-12 days for Professional Development for 2010.

Professional Development

(Recommended amount for 2010 is 10-12 days)

Enter Professional Development Plan here. Please note which Core Competency skills will be addressed with each event planned.

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Signatures and Approvals

Date submitted or approved

Faculty Member

County Director (for Field Faculty only)

State Program Leader

Regional Director/Department Chair