



COOPERATIVE EXTENSION SYSTEM

Purpose:

To improve lives, communities and the economy

Vision:

Cooperative Extension is a vital national leader in creating and applying knowledge to help people build thriving, sustainable lives, communities and economies.

Mission:

To engage with people through applied research and education to improve lives, families, communities, environment, and economies in Arizona and beyond.

Shared Values:

Accountability, collaboration, collegiality, diversity, exploration, fairness, innovation, integrity, knowledge-based, lifelong learning, problem-solving, proactive, productivity, responsiveness, sustainability, trust

STRATEGIC GOAL 1:

IMPROVED ECONOMIC SUSTAINABILITY NATURAL RESOURCE MANAGEMENT AND UTILIZATION

A. Current situation

Arizona's increasing population has an enormous impact on vast tracts of public and private land. During the period between 2000 and 2010, Arizona's population increased by just under 25% (US Census Bureau). Suburban development, traditional land uses and other activities all influence natural resources such as: surface and ground water quality and quantity, soil stability, vegetation and wildlife. This rapid urbanization permanently alters natural watershed characteristics. Informed land use decisions are the key to protecting the natural resources, community character, and long-term economic health of Arizona's communities. In addition, land ownership in Arizona is unique with 28% tribal, 42% federal, 13% state and 18% privately owned. The complex mix of land ownership can create challenges in managing natural resources on a landscape level. Changes in environmental conditions (drought conditions for the past 15+ years, wildfires of large size) further complicate decision making regarding natural resources and create an ever changing situation for land managers, producers, and homeowners.

B. Strategies

- i. Reassess current program areas for relevancy.
- ii. Prioritize programs that meet the changing needs of clientele and the environment. Discontinue programs that show little or no impact. Initiate new programs based on needs assessments.
- iii. Develop new/strengthen current partnerships with federal, state, county and municipal governments, NGOs, producers, landowners, private industry and citizens.
- iv. Strengthen programming ties between campus and county by using a statewide team approach for common issue based programs.
- v. Partner with other state extension systems with similar issues to provide regional programming where appropriate.
- vi. Develop electronic/technology tools to compliment programs where not already in place (websites, videos, etc.).
- vii. Develop statewide evaluation and impact measures for common programs (examples: forest health, rangeland monitoring, water conservation, small acreage landowners, and noxious weeds).

C. Actions

	Time Period (Fiscal Year)
Perform periodic assessments of needs and issues.	FY13
Identify current key partners and potential new partners and their roles or potential roles.	FY13
Approach possible new partners where it makes strategic sense for a program.	FY14
State support for statewide program teams.	FY13, 14
Explore partnership with other state extension programs.	FY14
Review current electronic/technology tools by program.	FY13
Develop electronic/technology tools to compliment programs.	FY14-15
State support for evaluation person to help with design and implementation of evaluation tools.	Ongoing

D. Inputs needed to achieve the goal

Faculty, staff, partners, volunteers, time, funding, equipment, technology

E. Objective metrics that will be used to track progress towards attaining goal

- Number of people attending programs
- Number of people who report increased subject matter knowledge
- Quantify number of acres impacted
- Results of field trials and monitoring efforts
- Test/quiz scores from on-line courses
- Quantify number of sites monitored
- Quantify number of collaborative planning efforts
- Impact gathered via surveys, evaluations and personal interviews
- Program evaluation tools utilized to measure outputs and impacts
- Program outputs and outcomes are documented and disseminated
- Economic impacts are documented and disseminated
- Funds received from grants and contracts



STRATEGIC GOAL 2:

SAFER, MORE PROFITABLE AND SUSTAINABLE FOOD, PLANT AND ANIMAL SYSTEMS.

A. Current situation

Currently we have diverse and segmented efforts to improve this situation across the state. In many cases lack of communication systems and cooperation have hindered efforts to make more meaningful impacts on the lives and communities of our clients statewide.

B. Strategies

- i. Develop an engaged and collaborative network of Extension Professionals
- ii. Increase marketing of CALS Cooperative Extension Programs
- iii. Identify baseline data through needs assessment/situation analyses
- iv. Seek funding through USDA and other organizations
- v. Develop partnerships with statewide organizations and local governments

C. Actions

Time Period (Fiscal Years)

Increase departmental buy in by creating win-win opportunities	FY2012-21
Hire a communications specialist for CALS	FY2012
Hire a grant writing specialist for CALS	FY2012
Hire an evaluation specialist for CALS	FY2012
Collect baseline data through systematic and consistent methods across the state	FY2012-13
Increase leadership development training	FY2012-21
Train County Extension Directors (CEDs) to work with local government and statewide organizations	FY2012-21

D. Inputs needed to achieve the goal

- Volunteers to leverage impact of our programs and our work with local governments
- Use of non T/C positions to run local programs
- Formed collaborations with internal and external stakeholders
- Funding

E. Objective metrics that will be used to track progress towards attaining goal

- Track economic progress against baseline data
- Improved agricultural productivity
- Improved agricultural income
- Rising standard of living for Arizona agricultural producers
- Reporting/evaluation systems

STRATEGIC GOAL 3:

IMPROVED COMMUNITY ECONOMIC VITALITY.

A. Current situation

Employers want competent employees (both youth and adults) who don't require additional monies to train and retain. Individuals also need to develop increased evidence of competitiveness to survive and remain nimble in the marketplace.

B. Strategies

- i. Engage citizens in community youth development
- ii. Promote critical thinking - decision making –
- iii. Promote teamwork - consensus building - technology skills
- iv. Teach citizens about sustainable resource management
- v. Work collaboratively with economic development councils to look at new or alternatives business ventures that could bring jobs to local communities
- vi. Provide leadership training to local thought leaders through Project CentRL and other training programs

C. Actions

- Form a team.
- Access existing resources including: FCHS Curriculum, Project CentRL, 4-H Projects, Mentor, Clientele Volunteer Programs: MG, 4-H leaders, KKONA, VISTA/ AmeriCorps/ Internships.
- Develop measures and outcomes evaluations.
- Plan and deliver statewide programs.

D. Inputs needed to achieve the goal

- Personnel
- Skills training and delivery applications that include technology.
- Credits, certificates and other employee/employer valued motivators.
- Time of faculty and staff
- Resources

E. Objective metrics that will be used to track progress towards attaining goal

- Program evaluation tools utilized to measure outputs and impacts
- Number of people attending programs
- Number of people with increased knowledge and skills
- Number of collaborative planning efforts
- Impacts gathered via surveys, evaluations and personal interviews
- Program outputs and outcomes are documented and disseminated
- Economic impacts are documented and disseminated
- Funds received from grants and contracts

STRATEGIC GOAL 4:

GROWTH AND DEVELOPMENT OF ARIZONA CHILDREN AND YOUTH.

A. Current Situation

The research is clear—all young people need the support of at least one caring adult in their lives to thrive and make the successful transition to adulthood as a contributing member of the community. Arizona's high-school graduation rate has risen more than 8 percentage points over 10 years, but it still trails the national average, according to a new report that examined national education trends. Arizona's graduation rate was 68.2 percent in 2007, the most recent year that data were available. The national rate was 68.8 percent. A decade earlier the gap was nearly 6 percentage points.

Arizona students remain the lowest performing in the country in science—an area that many education and business leaders regard as critical to boosting the state's economic health. "The Nation's Report Card" report showed that 8th graders improved only slightly from two years ago, and were higher than those in only 5 other states. Forty-four percent of Arizona students lacked basic knowledge of science. Science education has not been a priority in Arizona until recent years. Only in 2007 was science included in the AIMS test.

Although more than 30 percent of the state's Class of 2007 failed to graduate in four years, the state had the fourth-best improvement overall over the past decade, according to the report, "Diplomas Count 2010: Graduation by the Numbers - Putting Data to Work for Student Success."

According to the study, Arizona's graduation rate for Blacks, Hispanics and Asian-Americans was higher than the national average for the Class of 2007. Nearly 70 percent of Arizona Blacks graduated in four years, higher than in any other state. The national graduation rate for Blacks is less than 54 percent. More than 60 percent of Hispanics in Arizona graduated on time, compared with 55.5 percent nationally. More than 82 percent of Arizona Asian-Americans graduated in four years, while less than 81 percent of Asian-Americans graduated nationally. The graduation rate for White students in Arizona is slightly more than 74 percent, about 2 percentage points lower than the U.S. average. Slightly more than 48 percent of the state's Native Americans graduated in the same amount of time, while the graduation rate for Native Americans nationally was just above 50 percent.

Only 21% of those over the age of 25 have graduated from college. And college attendance is changing—only 16% of college students are 18-22 years of age. People are waiting longer to enter college or in some cases are returning to college to change careers, and then do so in order to gain specific workforce skills that will help improve their lives and the community in which they live.

B. Strategies

- i. First Things First (or early childhood education program) in every county
- ii. Out of school youth development and environment programs for all youth
- iii. Expanded health and nutrition education programs
- iv. Expand STEM education programs
- v. Mentoring programs to support academic achievement

C. Action

- Secure outside funding to support staffing—Present through 2021
- Increase 4-H enrollment—Present through 2021
- Expand afterschool programs—2015 to 2021
- Expand volunteer ranks and training—2013-2021

- Expand STEM programming—Present to 2021
- Offer college credit—2015 to 2021

D. Inputs

- staff, faculty, administrative support, volunteers, VISTA, AmeriCorps
- funding
- equipment
- educational programs/resources
- on-campus collaborations
- partners (schools, youth organizations, campus/county, community)

E. Objective Metrics

- kindergarten enrollment
- graduation rates
- test score trends
- dropout rates
- 4-H enrollment data
- truancy data
- number of juvenile justice cases
- STEM education programs offered
- after school programs and enrollment
- employment rate

STRATEGIC GOAL 5:

IMPROVE THE PHYSICAL, MENTAL, EMOTIONAL, AND FINANCIAL HEALTH OF INDIVIDUALS AND FAMILIES.

A. Current Situation

The relationships among food, food safety, nutrition, physical activity, finances, and child, youth and family development and caregiving are key components of good health. Creating and applying solution centered research and education to urgent and growing challenges to human development and health can help guide people and communities in Arizona to better health.

More than one in four Americans have multiple chronic health conditions including, obesity, diabetes, heart disease, and hypertension. In addition to comprising physical health, chronic conditions also include problems such as substance use and addiction disorders, mental illnesses, cognitive impairment disorders and developmental disabilities.¹

The resource implications for addressing multiple chronic health conditions are immense: 66% of total health care spending is directed toward care for the approximately 27% of Americans with multiple chronic health conditions. Increased spending on chronic diseases among Medicare beneficiaries is a key factor driving the overall growth in spending in the traditional Medicare program. Individuals with chronic medical conditions have substantial challenges related to the higher costs of their healthcare.¹

Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society. Creating the right conditions for early childhood development is likely to be more effective and less costly than addressing problems at a later age.² A child's most important developmental years are those leading up to kindergarten. Early childhood education is critical for helping Arizona kids five and younger receive the quality education, healthcare and family support they need to arrive at school healthy and ready to succeed.³

Other than the first year of life, there is no other developmental period during which individuals grow more than during the period of adolescence. The adolescent years are the time to form positive habits that will improve adolescents' long-term health and wellbeing. Family factors, like siblings being active and support from parents, can help adolescents get and stay active and healthy.⁴

¹ U.S. Department of Health and Human Services. *Multiple Chronic Conditions—A Strategic Framework: Optimum Health and Quality of Life for Individuals with Multiple Chronic Conditions*. Washington, DC. December 2010.

² The Arizona Early Childhood Development & Health Board (First Things First) <http://www.azftf.gov>

³ The Science of Early Childhood Development National Scientific Council Center on the Developing Child at Harvard University, www.developingchild.net

⁴ U.S. Department of Health and Human Services. Adolescent Health. <http://www.hhs.gov/ash/oah/adolescent-health-topics/physical-health-and-nutrition/healthy-behavior.html>

B. Strategies

- i. Integrated healthy living programs (nutrition/food, gardens, food safety and physical activity) with children, youth and adults in every county (Examples – SNAP-Ed, EFNEP, Safe Routes to School, Walk

Across Arizona, Bone Builders, STEM, Connecting Youth with the Outdoors, and Small Steps to Health and Wealth)

- ii. Integrated programs in early child development and 4-H youth development, kinship/family development & family care, and financial literacy in every county (Examples – Brain Builders & Brain Waves, Oral Health - First Smiles, Family Resource Centers, STEM, Connecting Youth with the Outdoors, Leadership, Healthy Living, Kinship Care/Grandparents Raising Grandchildren, Small Steps to Health and Wealth)
- iii. Development and use of innovative curriculums and technology to support programs.
- iv. Program evaluation systems
- v. Program internal & external public relations/communications focused on program impacts

C. Actions

1. Hire, retain and support professional development of faculty, staff, administrative Leadership Teams to develop, deliver and administer programs (Funding/resource support, implementation infrastructure, public relations and evaluation) 2012 - 2021
2. Increase number of trained volunteers and students to assist Leadership Teams 2012 - 2021
3. Obtain funding (federal, state, county and sponsored grant/contract funds) to support faculty, staff, students, volunteers and operations. 2012 - 2021

D. Inputs needed to achieve the goal

1. Administrative support, faculty, staff, students and volunteers
2. Resources – federal, state and county funds, grants/contracts, cost recovery and gifts
3. Collaborations/partnerships – Federal/State/County Agencies (Health, Education, Economic Security), schools, community organizations, businesses, professional organizations

E. Objective metrics that will be used to track progress towards attaining goal

1. Number of counties/regions with food-nutrition & physical activity, early childhood education, 4-H youth development, Kinship Care and financial competency programs.
2. Program outputs (e.g. number of program activities, participants, clients, agency and decision maker partnerships) and program impacts (short, moderate, long term) (e.g. knowledge, skills, and selected behaviors related to health e.g. kindergarten readiness, high school graduation rates, academic performance, body weight/BMI, critical thinking skills, STEM assessments)
3. Curriculums/publications and technology developed and distribution outputs (e.g. number of products, number of people reached with products, funding generated from cost-recovery sales of products or sponsorship support of products) and impacts (awareness, knowledge, skills, behaviors and societal-economic condition changes)
4. Funding levels for support of programs from grants, contracts and gifts

STRATEGIC GOAL 6:

BE THE KEY LINK BETWEEN THE UA AND ARIZONANS.

A. Current Situation

CALS Cooperative Extension is not clearly understood even across the various units within CALS. Cooperative Extension is commonly misinterpreted and many opportunities are lost for effective programming. This situation is further exacerbated across the UA campus and into the general public. Too many people working in Cooperative Extension assume that their colleagues in CALS and the UA, as well as stakeholders across the state, have a clear and accurate understanding of the Extension mission and function. These assumptions are often erroneous.

B. Strategies to Achieve Goals

- i. Every Extension faculty and staff member to have a clear and concise understanding of what constitutes an Extension program and the purpose and objectives in directing Cooperative Extension programs in CALS.
- ii. The “Extension message” consistently communicated by all Extension administrators, faculty, and staff.
- iii. Extension assertively communicated at every level.
- iv. Active advertising to communicate the mission and capacities of CALS Cooperative Extension.

C. Action

- The Extension Director and the EAT group need to communicate and reinforce a consistent message to all facets of the CALS organization, the UA campus, and across the state and region.
- Each Extension faculty member should carry a consistent message forward to all sectors encountered relative to the CALS Extension mission and purpose.
- Every opportunity needs to be seized and utilized for communicating the Extension message.
- Expand volunteer ranks and training that will include a clear understanding of the Extension mission and function.
- An active advertising campaign needs to be developed and implemented to communicate the mission and capacities of CALS Cooperative Extension.
- A course in “Extension education” needs to be developed and taught within CALS.

D. Inputs

- staff, faculty, administrative support, volunteers, VISTA, AmeriCorps, graduate assistants, work-student students
- funding needs to be directed towards effective advertising and marketing
- securing opportunities in CALS, the UA campus, and in the general public of Arizona to communicate the Extension message. This represents a significant investment of time and energy on the part of all Extension administrators and faculty.

E. Objective Metrics

- better coordination and alignment of Extension programs throughout CALS
- levels of engagement with CALS Cooperative Extension from internal and external constituents
- improved public awareness from survey results and comparisons for 2012 and 2021
- funding allocations to Extension
- county level support for Extension



- internal (CALs and UA) support for Extension
- greater interest among students regarding careers in Extension

STRATEGIC GOAL 7:

CALS COOPERATIVE EXTENSION WELL-INTEGRATED THROUGHOUT THE COLLEGE.

A. Current Situation

CALS Cooperative Extension is currently operating on a pattern of individual program orientation, development, and implementation. As a result, some Extension programs are not coordinated with departments, counties, centers and stakeholders. Not only does Extension provide a “face” to the public in a multi-faceted manner that can be counter-productive but it also results in a very inefficient mode of operation considering the college investment in the overall Extension enterprise.

B. Strategies to Achieve Goals

- i. Every Extension faculty and staff member needs to have a clear and concise understanding of what constitutes an Extension program and these programs need to be coordinated and openly communication across all Extension programs in CALS.
- ii. There needs to be a clear set of relationships between an Extension faculty member’s position description, the program being carried forward, and a full understanding of the other complimentary programs that are being directed across CALS.
- iii. Extension needs to be more consistent and directed in the development and implementation of programs.
- iv. Mechanisms for communication and cooperation need to be more fully implemented and managed across CALS.

C. Action

- The Extension Director and the EAT group need to communicate and reinforce a consistent message to all facets of the CALS organization, the UA campus, and across the state and region in terms of the programs we are prepared to deliver and the expectation that programs will be coordinated from among the department, county, and center points of operation.
- Each Extension faculty member should carry a consistent message forward to all sectors encountered relative to the CALS Cooperative Extension mission and purpose and the relevance of their programs in the total context of delivery across the state and region.
- Position descriptions need to be evaluated in relation to faculty “Annual Performance Reports.” There needs to be a clear description of what constitutes an Extension program and the methods of integration that are being put into place.
- The EAT group needs to be active in directing well-coordinated Extension programs across the full spectrum of operation. This needs to be managed with department heads, Extension faculty in departments, County Extension directors, Extension faculty in the counties, and Extension faculty operating from the centers.

D. Inputs

- Extension administration, unit heads, and faculty need to implement regular review and strategic management mechanisms.
- Extension faculty need to be held accountable for the most effective modes of Extension program development and coordination at all levels.
- Extension programs need to fully utilize the capacity to develop and utilize the linkages with stakeholders involved in our many faceted programs to provide an active and productive conduit for

communication back to the college for the best direction in management and identification of strategic objectives.

E. Objective Metrics

- better coordination and integration among Extension programs throughout CALS
- levels of engagement with CALS Cooperative Extension from internal and external constituents needs to facilitate functional and effective “two way” lines of communication
- survey results and comparisons for 2012 and 2021
- funding allocations to Extension should improve over time with enhanced program coordination
- county level support for Extension should improve or at least be strengthened with enhanced and well-coordinated programs
- improved economic impact
- greater continuity among all Extension elements should be evident
- more efficient utilization of all Extension FTEs should be provided from a better level of integration across the system

STRATEGIC GOAL 8:

ASYMMETRIC RESOURCE ALLOCATION IN RESPONSE TO THE GREATEST REGIONAL STRATEGIC NEEDS.

A. Current Situation

CALS Cooperative Extension is often pressured to preserve or maintain positions and program expertise across all regions of the state based on historical or symmetrical expectations. The reality of the strategic needs often highlight the need for certain areas of expertise to be placed or concentrated in geographically related areas. We simply cannot afford to be “all things in all areas.” We need to be more focused and better aligned with respect to geographic needs and the constraints in resources we have available.

B. Strategies to Achieve Goals

- i. Regional and strategic priorities need to be assessed and identified for the purpose of placing and directing Extension programs in CALS.
- ii. The full body of Extension faculty needs to understand the strategic and regional priorities for the best direction and management of programs.
- iii. The strategic and geographical Extension priorities need to be clearly communicated at every level.
- iv. An active and continual assessment needs to be developed and implemented to communicate the strategic and geographic priorities of CALS Cooperative Extension.
- v. Greater use of non-continuing track (NCT) faculty needs to be implemented to work in coordination with the regional CT faculty.

C. Action

- The Extension Director and the EAT group need to communicate and reinforce a consistent message to all elements of the CALS organization, the UA campus, and across the state and region in terms of areas of need for expertise and the plan for resource allocation and placement.
- Each Extension faculty member should be able to focus and coordinate programs across the CALS Extension system to best address the regional priorities.
- Faculty and staff resources need to be allocated in a manner that is consistent with the strategic and geographic priorities identified.
- Expand non-CT staff and volunteer ranks to best implement and support the Extension mission and function for each area of strategic and regional importance.

D. Inputs

- staff, faculty, administrative support, non-CT expertise, volunteers, graduate assistants, work-study students, VISTA, AmeriCorps personnel need to be collectively placed and directed.
- funding needs to be directed towards the identified areas of strategic and geographic priorities
- securing better funding opportunities in CALS Cooperative Extension by working with the stakeholders and the general public of Arizona should be realized through the focused allocation of expertise to best address the Extension priority areas on a geographic basis.

E. Objective Metrics

- better coordination and alignment of Extension programs throughout CALS
- levels of engagement with CALS Extension from internal and external constituents
- survey results and comparisons for 2012 and 2021
- funding allocations to Extension



- county level support for Extension
- internal (CALs and UA) support for Extension
- greater interest among students regarding careers in Extension