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In Georgia through Child Care Provider Education

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Levels of Involvement - Healthy, Safe, and Affordable
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Appendix: UGA FACS Cooperative Extension: Outlook 2012: Trends, Issues,
and Resources
Plan of Work
Developing Your 2013-2015 Plan of Work

An effective Extension program gets the right information to appropriate clients in a way that they can understand and apply. In the program planning context, a program is a series of interrelated activities or events that is purposely designed to help people make progress or improvements in their lives. Extension programs are a purposely planned sequence of activities and events which address a significant issue of critical concern. These planned activities target the same audience; build on what has been learned or presented before; provide opportunity to grow, adopt new practices and expand interests; and evaluate changes in behavior.

Once the problem has been identified, there are many factors to consider in developing your plan of work:

- What events and activities will be organized?
- What should each audience group experience to achieve the desired results?
- What combination of experiences will you use to reach specific audiences?
- How will the program be marketed?
- What evaluation tools will be used?

Outcomes must be the center of our program plan. Therefore, the plan of work must be outcome driven, rather than activity driven. The logic model is a planning tool which centers on evaluation and outcomes and helps us plan an effective Extension program. Often, multiple logic models are needed to clarify various aspects of a broad single system. The revised logic models will assist you in planning the scope and sequence of your program of work.

The 2013-2015 logic models will facilitate your planning and provide a focal point for documenting impact in your county and across the state. As you develop your plan of work, consider the outcomes and keep these points in mind:

- What do you need to do to produce these outcomes?
- Will the planned activities lead to the intended outcomes and impact?
- Are you planning for evaluation of short-term, as well as, long-term outcomes?
- What information do you need to document program performance?
- Are you using the standard evaluation tools to measure the outcomes?

Being busy, conducting many programs and having many people attend are important and necessary ingredients. However, our county stakeholders, state legislators, funders, participants and we ourselves want to know what difference we are making for individuals and communities around the state. In the end, we are held accountable for the results and the value of our programs. We must be able to answer the questions, “What difference did it make?” and “What is the value of the Extension educational program in the county and in Georgia?”

There will also be minor revisions to the Issue Areas and Focus Topics in GA Counts. These revisions more accurately describe the current issues that are addressed through your county Family and Consumer Sciences programming efforts.

October 2012
2013-2015 Guidelines for FACS Plan of Work

- FACS Base Programs cover the following issues:
  - Food Safety
  - Food, Nutrition and Health
  - Economic Well-being for Individuals and Families
  - Healthy, Safe and Affordable Housing Environments
  - Positive Development for Individuals, Families and Communities

- Base Programming involves:
  - Addressing all base issues in some way and reporting in GA Counts.
  - Identifying two different base program issues for in-depth programming to be entered as POW in GA Counts and submitting impact statements for each issue.
  - Developing a program plan/calendar which includes dates of all programs and activities and target audiences which will be submitted to the PDS for review and approval.
  - All programs/activities planned for the first year will be entered in the Public Events Calendar three months prior to the event date.

Levels of Programming

**Basic:**
Conduct and evaluate (when appropriate) one time presentations upon request.
Media work, newsletters, exhibits, online programs, and other outreach activities.

**Intermediate:** Plan, conduct and evaluate the number of program series (minimum of one) and presentations defined in your plan of work using one of the packaged curricula.

Conduct and evaluate one time presentations upon request.
Media work, newsletters, exhibits, online programs, and other outreach activities.

**In-Depth:** Plan, conduct and evaluate the number of program series and presentations defined in your plan of work using one of the packaged curricula.

Conduct and evaluate one time presentations upon request.
Media work, newsletters, exhibits, online programs, and other outreach activities.

**These general guidelines are the minimum expectation for programming. Consult the specific requirements for each base issue when planning your program of work.**

October 2012
Levels of Involvement: GTIPI

Promote Georgia Child Passenger Safety

Beginning:  Respond to requests from parents, child care providers and other caregivers for child passenger safety information, using GTIPI resources.

Distribute GTIPI publications on child passenger safety.

Include child passenger safety in your local media outreach.

Intermediate: Help sponsor/host a 32-hour Child Passenger Safety Technician certification training locally, conducted by GTIPI staff.

Become involved with local Safe Kids coalitions to promote childhood injury prevention education.

Conduct child care provider trainings in child passenger safety, using GTIPI resources.

Full:  Earn national Child Passenger Safety Technician (CPST) certification in a GTIPI course.

Conduct local child safety seat checks in collaboration with other CPST’s.

Conduct observational surveys of local child safety seat use and disseminate results.

Promote Georgia Teen Driving Safety

Beginning:  Respond to requests for information related to teen drivers.

Include teen driving safety in your local media outreach.

Intermediate: Facilitate and coordinate presentation of Georgia Teens Ride with P.R.I.D.E. course, and perhaps Traffic Safety for Teens, with 4-H colleagues or other local safety advocates.

Collaborate with GTIPI staff to present local P.R.I.D.E. train-the-trainer volunteer certification course.

Full:  Become a certified instructor for P.R.I.D.E.

Plan, conduct and evaluate local P.R.I.D.E. courses.

Conduct observational surveys of local teen seat belt use and disseminate results.
Support other local evidence-based teen driving safety initiatives.

**Promote Georgia Senior Driving Safety**

**Beginning:** Respond to requests for information related to senior drivers.

- Conduct one-time programs on senior driving safety for senior groups.
- Include senior driving safety in your local media outreach.

**Intermediate:** Host/sponsor presentation of a local CarFit orientation program with GTIPI staff.

- Collaborate with GTIPI staff to present local CarFit train-the-trainer volunteer certification course.
- Provide presentations to local seniors on best practices in safer driving, using GTIPI resources.

**Full:** Earn CarFit Event Coordinator certification through GTIPI, enabling you to train CarFit technicians and conduct local events.

- Plan, conduct and evaluate local CarFit check events.
- Support other local evidence-based senior driving safety initiatives.
**Child Passenger Safety Education (GTIPI*)**

Situation: Motor vehicle crashes are the leading cause of death for children aged 2-14 and are the leading cause of preventable injury-related death for children younger than age 2. Nationally in 2009, on average, three children died and nearly 400 were injured every day as occupants of motor vehicle crashes (NHTSA, 2011).

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>WHO WE REACH</th>
<th>OUTCOMES</th>
<th>ULTIMATE IMPACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding:</strong> Federal grant through the Georgia Governor’s Office of Highway Safety awarded to UGA</td>
<td>32-hour CPST training</td>
<td>Parents and caregivers</td>
<td>Increased awareness of child passenger safety and occupant protection issues in the community and existing deficits.</td>
<td>Reduced traffic-related mortality and morbidity among Georgia children.</td>
</tr>
<tr>
<td><strong>Staff:</strong> Nationally certified Child Passenger Safety Technician (CPST) Instructors and Technicians</td>
<td>CEU workshops for CPST’s</td>
<td>Family-serving organizations</td>
<td>Increased use of best practices for safe transport of children.</td>
<td></td>
</tr>
<tr>
<td><strong>Partners:</strong> GOHS, Schools, CPST’s, Safe Kids, Health departments, Fire/EMS, Law enforcement, Hospitals, DFCS, Courts</td>
<td>Child care provider training</td>
<td>State and local leaders</td>
<td>Increased use of Georgia Traffic Injury Prevention Institute as a resource for education on occupant safety.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> Curriculum, presentations, exhibits, printed materials (brochures)</td>
<td>Child safety seat (CSS) check events</td>
<td>Community collaborators</td>
<td>Greater motivation among child caregivers to transport children safely.</td>
<td></td>
</tr>
<tr>
<td><strong>Publications:</strong></td>
<td>Targeted Hispanic outreach</td>
<td>CPST Renewal Course</td>
<td>Increased knowledge of occupant safety issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPST Renewal Course</td>
<td>Webinars and self-studies to update CPST’s and earn CEU credits toward re-certification</td>
<td>CPST’s</td>
<td></td>
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<td></td>
<td></td>
<td>Annual CPST instructor conference</td>
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<td></td>
<td></td>
<td>Assess community needs for occupant safety education</td>
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<td></td>
<td></td>
<td>Participate in traffic safety educational campaigns</td>
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<td></td>
<td></td>
<td>Respond to individual requests for information and answers to questions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Annual survey of CPS activities</td>
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</tbody>
</table>

*Reduced traffic-related mortality and morbidity among Georgia children.*
<table>
<thead>
<tr>
<th>TechTalk newsletter</th>
<th>by participating CPST’s to determine effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteers:</td>
<td>Includes CPST’s and safety advocates from same community as parents and caregivers</td>
</tr>
</tbody>
</table>

*GTIPI is the Georgia Traffic Injury Prevention Institute, a grant-funded outreach initiative of UGA Family and Consumer Sciences Cooperative Extension.*

Oct 2012
### Parent/Teen Driving Safety Education (GTIP)**

**Situation:** Motor vehicle crashes are the leading cause of death of teens aged 15-20. Teens are involved in 3 times as many fatal crashes as all other drivers, per vehicle mile traveled. Nationally in 2010, more than 3,500 teens died and 300,000 were injured in motor vehicle crashes. In Georgia in 2010, 116 teens died (NHTSA, 2012).

<table>
<thead>
<tr>
<th><strong>Inputs</strong></th>
<th><strong>Outputs</strong></th>
<th><strong>Who we reach</strong></th>
<th><strong>Short term results</strong></th>
<th><strong>Medium term results</strong></th>
<th><strong>Ultimate impacts</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Funding:</strong> Federal grant through the Georgia Governor's Office of Highway Safety awarded to UGA</td>
<td><strong>What we invest...</strong></td>
<td><strong>What we do to carry out...</strong></td>
<td><strong>Who we reach...</strong></td>
<td><strong>Short term results...</strong></td>
<td><strong>Medium term results...</strong></td>
</tr>
<tr>
<td><strong>Staff:</strong> State-certified P.R.I.D.E. (Parents Reducing Injuries and Driver Error) Instructors</td>
<td>P.R.I.D.E. instructor courses</td>
<td>Parents and caregivers of young teens</td>
<td>Increased awareness of teen driving safety and occupant protection issues in the community and existing deficits.</td>
<td>Increased use of best practices for safer teen driving.</td>
<td>Reduced traffic-related mortality and morbidity among Georgia teen drivers.</td>
</tr>
<tr>
<td></td>
<td>P.R.I.D.E. instructor renewal courses</td>
<td>Teens preparing to drive.</td>
<td>Increased knowledge of teen driving safety issues.</td>
<td>Increased use of Georgia Traffic Injury Prevention Institute as a resource for parent/teen driver safety education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traffic Safety for Teens presentation</td>
<td>State and community safety advocates</td>
<td>Greater motivation among parents to provide clear guidance to beginning teen drivers.</td>
<td>More community resources in teen driver safety.</td>
<td></td>
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<tr>
<td></td>
<td>Participate in traffic safety educational campaigns</td>
<td>State and local leaders</td>
<td>Increased visibility of Cooperative Extension and GTIP as a source for parent/teen driver safety education.</td>
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<td></td>
<td>Help assess community needs for parent/teen driver education</td>
<td>Community collaborators</td>
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<td></td>
<td>Respond to individual requests for information and answers to questions</td>
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</table>
materials (brochures)

**Volunteers:**
P.R.I.D.E. instructors and safety advocates from same communities as parents and teens

*GTIPI is the Georgia Traffic Injury Prevention Institute, a grant-funded outreach initiative of UGA Family and Consumer Sciences Cooperative Extension.*

Oct 2012
## Senior Driving Safety Education (GTIPI*)

**Situation:** By 2030, 1 in 5 Americans will be 65 or older. Only 1% of senior drivers receive any type of driving safety education. In 2010, more than 5,500 seniors over age 65 died nationwide in car crashes, and rates among older drivers are rising. In Georgia in 2010, 217 seniors died in motor vehicle crashes (NHTSA, 2012).

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<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td><strong>What we invest...</strong></td>
<td><strong>What we do to carry out...</strong></td>
<td><strong>Who we reach...</strong></td>
</tr>
<tr>
<td>Funding: Federal grant through the Georgia Governor's Office of Highway Safety awarded to UGA</td>
<td>CarFit Technician and Event Coordinator trainings</td>
<td>Senior drivers</td>
</tr>
<tr>
<td><strong>Staff:</strong> Nationally-certified CarFit instructors and event coordinators</td>
<td>CarFit check events</td>
<td>Senior caregivers</td>
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<tr>
<td>Partners:</td>
<td></td>
<td>Allied healthcare providers</td>
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<tr>
<td>• AARP</td>
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<td>Senior service organizations</td>
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<td>• AOTA</td>
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<td>Family-serving organizations</td>
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<td>• AAA</td>
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<td>• Georgia Division of Aging Services</td>
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<td>• Area Agencies on Aging</td>
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<tr>
<td>Materials: Curriculum, presentations, print materials (brochures)</td>
<td>CarFit Occupational Therapy student training</td>
<td>Senior caregivers</td>
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<td>CarFit checkup stations</td>
<td>Allied healthcare providers</td>
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<td>CarFit Event Coordinator refresher courses</td>
<td>Senior service organizations</td>
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<td>CarFit information class on request</td>
<td>Family-serving organizations</td>
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<td>General senior driving safety presentations</td>
<td>State and local leaders</td>
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<td></td>
<td>Assess community needs for senior driver safety education.</td>
<td>Community collaborators</td>
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<tr>
<td>Publications: CarFit newsletter</td>
<td>Participate in traffic safety educational campaigns.</td>
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<td>Volunteers:</td>
<td>Respond to individual requests for information and answers to</td>
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<tr>
<td>• Safety advocates</td>
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<tr>
<td>• Allied</td>
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*GTIPI: Georgia Traffic Injury Prevention Institute*
<table>
<thead>
<tr>
<th>healthcare providers</th>
<th>questions.</th>
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<tr>
<td>• Senior service agency staff</td>
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</table>

*GTIPI is the Georgia Traffic Injury Prevention Institute, a grant-funded outreach initiative of UGA Family and Consumer Sciences Cooperative Extension.

Oct 2012
<table>
<thead>
<tr>
<th>Identified Needs and Assets</th>
<th>Desired Results</th>
<th>Indicators</th>
<th>Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Employability (Independence)</strong></td>
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<tr>
<td>Teens need to acquire work related and life skills (opportunities for skill building).</td>
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<tr>
<td>Short Term</td>
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<tr>
<td>Teens will acquire competencies outlined in the Workforce Certification requirements.</td>
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<tr>
<td>CYFAR common measure: Number of youth acquiring work related life skills as a result of participating in the program</td>
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<tr>
<td>Leadership and team building workshops, field trips to academic institutions and job sites, job shadowing, mentoring and other youth/adult partnerships.</td>
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<tr>
<td>4-H agents/specialists, UGA Fanning Institute (community, economic and leadership development), 2000 SCANS report, Chamber of Commerce, Schools, Technical Colleges, Businesses, faith-based community, Teens As Planners site staff, parents and other adult caregivers.</td>
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<tr>
<td>Long Term</td>
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<tr>
<td>Teens will be able to identify and utilize community resources, systems and information.</td>
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<td>Observation, attendance, reflection journal.</td>
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<tr>
<td>Employability workshops, skill building workshops related to the identified need and project, project planning workshops</td>
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<tr>
<td><strong>Community Engagement Skills (Independence &amp; Generosity)</strong></td>
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<tr>
<td>Teens must be able to create sustainable changes in their community (support for efficacy and mattering).</td>
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<tr>
<td>Short Term</td>
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<tr>
<td>Teens will demonstrate competency in identifying and addressing community issues.</td>
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<tr>
<td>CYFAR common measure: Number of youth &amp; adults reporting increased readiness for effective youth-adult interactions as a result of participating in the program.</td>
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<tr>
<td>Training in community planning (Your Town), civic engagement and governance.</td>
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<tr>
<td>Long Term</td>
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<tr>
<td>Teens will be recognized as full community partners in decision making and governance.</td>
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<tr>
<td>Number of youth acquiring leadership skills or knowledge as a result of participating in the program.</td>
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<tr>
<td>Completed Project Citizen Portfolio.</td>
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<tr>
<td>Teens regularly participate in various community boards and county councils.</td>
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</tbody>
</table>
| **Identified Needs and Assets**  

- In 2008, the percent of youth graduating on time was: 69% in Putnam and 62% in Elbert County.  |
| **Desired Results**  

- In 2007, the percent of youth absent from school 15 or more days was: 10% in Putnam and 13% in Elbert County.  |
| **Indicators**  

- In 2008, the percent of youth graduating on time was: 69% in Putnam and 62% in Elbert County.  |
| **Activities**  

- In 2007, the percent of youth absent from school 15 or more days was: 10% in Putnam and 13% in Elbert County.  |
| **Resources**  

- In 2008, the percent of youth graduating on time was: 69% in Putnam and 62% in Elbert County.  |
**FACS Extension Logic Model, as of October 2012**

<table>
<thead>
<tr>
<th>Indicators (Type of Data)</th>
<th>Source of Data</th>
<th>Time of Collection</th>
<th>Methods of Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teens obtain Georgia Work Ready Certificate (Employability-CYFAR common measure)</td>
<td>Credentialing program in Georgia based on work competencies. Certificates issued by technical colleges. See <a href="http://www.gaworkready.org">http://www.gaworkready.org</a></td>
<td>Take test in 9th and 12th grade</td>
<td>Standardized test</td>
<td>Quantitative summary provided by testing agency</td>
</tr>
<tr>
<td>Recognition of youth as community partners in decision-making and governance (Civic Engagement – Common measure)</td>
<td>Identified community stakeholders</td>
<td>Initially, 3rd year and at end of 5th year Upon completion of service learning project in civic engagement and governance</td>
<td>Focus groups On-line survey instrument on attitude change and behavioral indicators of community engagement</td>
<td>Qualitative analysis Descriptive statistics; Repeated measures ANOVAs</td>
</tr>
<tr>
<td>Improved school attendance and performance (Employability)</td>
<td>Participating schools and teens</td>
<td>Initial benchmark; annually</td>
<td>Attendance reports provided by school Grade reports provided by students/parents</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td>Acquired knowledge and skills in workforce preparation, technology, and community engagement (Employability and Civic Engagement)</td>
<td>Teen participants</td>
<td>Initial benchmark, when possible. After each training session or series of sessions, including presentation of completed projects and assignments</td>
<td>Specific pre, post and/or retrospective instruments designed for each core area, based on goals and content In field camera and video Count of completed projects according to protocols</td>
<td>Descriptive statistics; Repeated measures ANOVAs Observational analysis Checklists</td>
</tr>
<tr>
<td>Teens demonstrate leadership roles in organized service learning experiences that meet identified community needs (Civic Engagement – Common Measures)</td>
<td>Teen participants and CYFAR project staff</td>
<td>Initial benchmark; annually</td>
<td>Structured individual interviews Online survey instrument Reflective journal reviews</td>
<td>Qualitative analysis Descriptive statistics Qualitative analysis</td>
</tr>
</tbody>
</table>

Specialist: Sharon Gibson, M.S.
Personal Financial Management and Planning
Levels of Involvement for State Program Plans

**Personal Financial Management and Planning**

**Beginning:** Media work and exhibits  
Conduct and evaluate one time presentations upon request

**Intermediate:** Plan, conduct and evaluate at least one program per quarter and one time presentations upon request  
Media work and exhibits

**Full:** Plan, conduct and evaluate at least one program series per quarter and one time presentations upon request.  
Media work and exhibits  
Implement Georgia CA$H

Options for meeting the at least one program series per quarter

- Conduct a series of money management programs
- Conduct a series of financial planning programs
- Conduct a combined series of money management and financial planning programs
- Conduct the SBDC Money Matters series
- Conduct an Earned Income and Child Tax Credit Community Outreach Training and ongoing Initiative
- Participate in a Volunteer Income Tax Assistance (VITA) Initiative
- Conduct an ongoing Insurance Initiative (Health and/or Life Insurance)
Georgians Will Manage Credit & Debt

**Situation:** Credit scores help potential lenders to quickly measure an applicant's credit worthiness. Lenders review credit scores and other information obtained through the application process to decide if they want to extend credit. Typically, credit scores range from 300 to 850. Individuals with higher credit scores (720 and above) are generally offered more favorable loan rates and terms than individuals with lower scores. According to Experian's National Score Index, Georgia consumers have an average credit score of 670, 46th among the states. Consequently, most Georgians generally do not qualify for the best credit terms available. Consumers obtain higher scores when they consistently have fewer late payments and past-due accounts, fewer accounts in collection, repossession, foreclosure, and lower overall percentages of debt to income. Numerous studies suggest that consumers do not know important facts about credit reports with less educated, lower income, older, or Hispanic consumers tending to be less knowledgeable.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes – Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What we invest...</strong></td>
<td><strong>What we do...</strong></td>
<td><strong>Short-Term</strong></td>
</tr>
<tr>
<td>Personal Financial Choices workbook, instructor’s manual, video</td>
<td>Partner with local attorneys to reach clients</td>
<td>Increase awareness of optimal financial management practices for rebuilding credit</td>
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<tr>
<td></td>
<td>Provide 2-hour Personal Financial Choices class</td>
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<tr>
<td></td>
<td><strong>Who we reach...</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals that have recently filed for Chapter 13 or Chapter 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bankruptcy</td>
<td></td>
</tr>
<tr>
<td>Your Good Credit PPT, Fact sheet series (3), Free Credit Report bookmarks, activities</td>
<td>Conduct and evaluate educational program to improve consumer understanding of credit reports, credit scores, and the wise use of credit</td>
<td>Consumers learn: 1) how to obtain free copies of credit reports, 2) what is and is not in a credit report, 3) how to correct inaccurate information found on the credit report, 4) how credit reports relate to credit scores, 5) how to improve credit scores 6) how to use credit wisely, 7) about systems for paying bills on time, 8) to assess their debt</td>
</tr>
<tr>
<td>Paying Bills on Time PPT, How to Get Out of Debt PPT, How to Get Out of Debt fact sheet, PowerPay Software and entry form, activities, When Your Income Drops PPT, exhibit, activities and fact sheets</td>
<td>Conduct and evaluate follow-up (to Your Good Credit) programs/ consultations to help consumers develop strategies for paying bills on time and/or getting out of debt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumers seeking additional information about how to improve their credit score</td>
<td></td>
</tr>
</tbody>
</table>

The average credit score for Georgia increases.

Fewer consumers file for bankruptcy.

Improved economic well-being.
<table>
<thead>
<tr>
<th>News articles</th>
<th>Publish news articles, radio spots and television interviews</th>
<th>General Public</th>
<th>situation, and 9) approaches for how to get out of debt.</th>
<th>credit counselor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio Spots</td>
<td></td>
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<tr>
<td>Exhibits</td>
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<tr>
<td>Free Credit Report bookmarks</td>
<td></td>
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</tbody>
</table>

Specialists: Michael Rupured, M.S.  
Revised 9/2012
Economic Well-Being of Individuals and Families: Estate Planning and Income Taxes

Situation: According to a Wills and Estate Planning study conducted with a national sample of adults 18 and older in 2009 by Harris Interactive for Lawyer.com, many people fail to create important estate planning documents. The results indicated that only 35 percent of Americans have wills, only 29 percent have either a financial or health care power of attorney, and only 18 percent have a trust. The percentage of people having these documents has declined drastically since 2007 when 45 percent had wills, 46 percent had a financial or health care power of attorney and 31 percent had a trust. Although not everyone's situation calls for a trust, everyone could benefit from a will and power of attorney. The UGA Cooperative Extension has the opportunity to provide Georgians with information that will assist them in creating necessary estate planning documents. In addition, many low to moderate income individuals are not filing taxes and/or claiming refundable tax credits such as the earned income tax credit. Many who do file are wasting a large amount of money received from refunds and refundable credits on unnecessary tax preparation and/or refund anticipation loan fees. However, many can't prepare their tax returns and need assistance due to the complexity of the task as well as severe consequences for erroneously claiming refundable tax credits. The UGA Cooperative Extension has the opportunity to work with community partners to promote the earned income and child tax credit to low to moderate income individuals and assist them in finding Volunteer Income Tax Assistance (VITA) sites where they can get free tax preparation assistance.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>Tools the Agents Need</th>
<th>OUTPUT</th>
<th>Activities and Audience</th>
<th>OUTCOMES—IMPACT</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is invested?</td>
<td>What is done?</td>
<td>Who is reached?</td>
<td>Learning</td>
<td>What are the short-term outcomes?</td>
<td>What are the intermediate-term outcomes?</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
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</tr>
<tr>
<td>Estate Planning: Don’t Get Buried in the Paperwork (Can be one or more workshops)</td>
<td>Agents conduct educational programs using PowerPoint and learning activities</td>
<td>Young adults</td>
<td>Consumers will learn:</td>
<td>Consumer's will:</td>
<td>Increase the number of consumers who have needed estate planning documents</td>
</tr>
<tr>
<td>- PowerPoint with Notes, Three Fact Sheets, Estate Planning Game, Learning Activities, Exhibit</td>
<td>Agents evaluate programs to improve efforts and measure impact</td>
<td>Newlywed couples</td>
<td>• the difference between probate and non-probate assets</td>
<td>• meet with an attorney to create a will, financial power of attorney and trust if needed</td>
<td>Decrease the number of consumers dying intestate (without a valid will)</td>
</tr>
<tr>
<td>- Earned Income and Child Tax Credit Outreach</td>
<td>Agents can work with local community partners</td>
<td>New parents</td>
<td>• the purpose of estate planning documents and strategies (wills, powers of attorney, trusts, gifts, etc.)</td>
<td>• create a Georgia Advance Directive for Health Care</td>
<td>Decrease the number of consumers paying for tax preparation and refund anticipation loans</td>
</tr>
<tr>
<td>- Community Outreach Training</td>
<td>Agents distribute fact sheets</td>
<td>Single parents</td>
<td>• how property is transferred by contract, title and trust</td>
<td>• examine contracts and titles and make changes if needed</td>
<td></td>
</tr>
<tr>
<td>- Volunteer Income Tax Assistance</td>
<td>Older adults</td>
<td>Members of churches and other social groups</td>
<td>• where they can obtain free income tax assistance</td>
<td>• utilize free tax assistance sites</td>
<td></td>
</tr>
<tr>
<td>Partners</td>
<td></td>
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</tr>
<tr>
<td>Financial services professionals, non-profits and other community service providers</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>News Articles</td>
<td>Agents disseminate information from news articles and radio spots</td>
<td>General public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Spots</td>
<td></td>
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</tbody>
</table>

Specialist: Joan Koonce, Ph.D., AFC®, CPFFE
Economic Well-Being of Individuals and Families: Risk Management and Insurance

Situation: Public and private health insurance and the associated costs of health care are straining the budgets of Georgia’s individuals and families and contributing to their concerns about long-term economic well-being. Per capita health care costs are continuing to increase, and many individuals and families do not have health insurance because they can’t find the health care coverage they need at an affordable price. However, the Affordable Care Act has created opportunities for uninsured Americans to access health insurance. This includes establishing the Health Insurance Marketplace, where individuals and families can purchase health insurance, and premium tax credits. However, insurance products are often seen as intimidating and complex, yet many Georgians must navigate these markets to insure themselves and their property. Deciding what kind and how much insurance an individual or family needs can be a daunting task—one that must be undertaken. Because of the complexity of the insurance market for all types of insurance, many Georgians may be spending money on insurance products they don’t need and not purchasing the insurance products that are necessary for their individual or family situation. The UGA Cooperative Extension has the opportunity to provide Georgians with insurance education and outreach that can help them navigate the complex insurance markets.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUT</th>
<th>OUTCOMES—IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is invested?</td>
<td>What is done?</td>
<td>Learning</td>
</tr>
<tr>
<td>Tools the agents need</td>
<td>Agents conduct educational programs using PowerPoint and learning activities</td>
<td>What are the short-term outcomes?</td>
</tr>
<tr>
<td>Materials</td>
<td>Young adults</td>
<td>Consumers will learn:</td>
</tr>
<tr>
<td>Insurance: Necessity or Nuisance</td>
<td>Newlywed couples</td>
<td>• risk management strategies</td>
</tr>
<tr>
<td>• PowerPoint with Notes, Fact Sheet, Learning Activities, Exhibit</td>
<td>New parents</td>
<td>• how different insurance products work</td>
</tr>
<tr>
<td>Insurance Basics (Can be one or more workshops)</td>
<td>Single-parents</td>
<td>• how to evaluate insurance products</td>
</tr>
<tr>
<td>• PowerPoint with Notes, Insurance Game, Learning Activities, Exhibit</td>
<td>Older adults</td>
<td>• how to manage insured’s responsibilities (i.e., deductibles, coinsurance, etc)</td>
</tr>
<tr>
<td>Life Insurance Outreach</td>
<td>Teenagers</td>
<td>• appropriate products for different life stages and situations</td>
</tr>
<tr>
<td>• LifeBridgeSM MassMutual’s Free Life Insurance Program</td>
<td>Company employees</td>
<td></td>
</tr>
<tr>
<td>• <a href="http://www.massmutual.com/mmfg/pdf/lifebridge_eligibility.pdf">http://www.massmutual.com/mmfg/pdf/lifebridge_eligibility.pdf</a></td>
<td>Members of churches and other social groups</td>
<td></td>
</tr>
<tr>
<td>Health Insurance Outreach</td>
<td>Agents conduct educational programs using PowerPoint and learning activities</td>
<td>Consumers will:</td>
</tr>
<tr>
<td>• Health Insurance Marketplace (Exchanges)</td>
<td>Agents evaluate programs to improve efforts and measure impact</td>
<td>• make a written list of risks</td>
</tr>
<tr>
<td>• Premium Tax Credits and Health Savings Accounts</td>
<td>Agents can work with local community partners</td>
<td>• decide how to handle each risk</td>
</tr>
<tr>
<td>Partners</td>
<td>Agents set up exhibits at events such as health fairs, etc.</td>
<td>• talk to a financial professional about risk and insurance needs</td>
</tr>
<tr>
<td>Financial services professionals, non-profits and other community service providers</td>
<td>Agents distribute fact sheets</td>
<td>• review current coverage</td>
</tr>
<tr>
<td>News Articles</td>
<td>Agents disseminate information from news articles and radio spots</td>
<td>• compare insurance costs</td>
</tr>
<tr>
<td>Radio Spots</td>
<td>General public</td>
<td>• purchase a needed policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• get rid of an unneeded policy</td>
</tr>
</tbody>
</table>

Specialist: Joan Koonce, Ph.D., AFC®, CPFFE
**Economic Well-Being of Individuals and Families: Saving, Investing and Building Financial Wealth**

**Situation:** The U.S. personal savings rate has historically been low compared to other nations. According to the Bureau of Economic Analysis, the personal savings rate (savings as a percent of personal disposable income) was approximately 3.8% in the 4th quarter of 2012. If Georgia's individuals and families are not saving, they will not be prepared for emergency situations and are obviously not investing to achieve their future financial goals. Without saving, the financial well-being of Georgia's individuals and families will not improve, and may decline. In order to achieve the goals of homeownership, paying for college, retirement or other future goals, individuals and families need to reverse the trend from current consumption to saving. UGA Cooperative Extension must educate Georgians on the importance of saving and ways to save to achieve their short-term and long-term financial goals.

### Tools the Agents Need

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUT</th>
<th>OUTCOMES—IMPACT</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is invested?</td>
<td>Agents conduct educational programs using PowerPoint and learning activities</td>
<td>Consumers will learn: steps to take before investing (set financial goals, manage cash flow, examine financial situation, prepare for emergencies, eliminate debt, manage risks, buy adequate insurance, and learn investment terminology)</td>
<td>Increase in the number of consumers saving</td>
</tr>
<tr>
<td>What is done?</td>
<td>Agents evaluate programs to improve efforts and measure impact</td>
<td>Consumers will: complete steps learned before investing</td>
<td>Increase in the number of consumers starting an investment program</td>
</tr>
<tr>
<td>Who is reached?</td>
<td>Agents can work with local community partners</td>
<td>increase savings</td>
<td>Increase the amount consumers save and invest</td>
</tr>
<tr>
<td>What are the short-term outcomes?</td>
<td>Agents plan activities for events such as America Saves Week and National Savings Month</td>
<td>talk to a financial professional about investing</td>
<td></td>
</tr>
<tr>
<td>What are the intermediate-term outcomes?</td>
<td>Agents distribute fact sheets</td>
<td>start an investment program</td>
<td></td>
</tr>
<tr>
<td>What are the long-term outcomes?</td>
<td></td>
<td>increase investments</td>
<td></td>
</tr>
</tbody>
</table>

### Materials

**Before You Invest**
- PowerPoint with Notes, Fact Sheet, Learning Activities, Exhibit

**Investment Basics (Can be one or more workshops)**
- PowerPoint with Notes, Investment Game, Learning Activities, Exhibit

**Retirement: Dream or Reality**
- PowerPoint with Notes, Two Retirement Games, Two Fact Sheets, Handouts

**The Basics of Saving and Investing: Investor Education 2020 Curriculum by Investor Protection Trust**
- http://www.investorprotection.org

**Going Green: A Smart Financial Strategy**
- PowerPoint, Handout

**Overview of Financial Planning**
- PowerPoint, Financial Planning Game

**Using Technology in Financial Planning**
- PowerPoint

### Partners

- Financial services professionals, non-profits and other community service providers

### News Articles

- Radio Spots

### Specialist: Joan Koonce, Ph.D., AFC®, CPFFE
Identity Theft

Situation: Nearly 10,000 Georgians reported to the Federal Trade Commission that they had been victims of identity theft in 2010. One-fourth (25%) were victims of government documents or benefit fraud, 15 percent were victims of credit card fraud, 13 percent by phone or utilities fraud, and 10 percent by bank fraud. The largest report category, however, was “other”. According to a Better Business Bureau study, nearly all (90%) identity theft takes place through traditional channels rather than via the Internet (when the victim can identify the source of data compromise). When the victim can identify the source of data compromise, lost or stolen wallets, checkbooks or credit cards are the primary source of personal information theft. When the victim can identify a perpetrator, almost half of all identity theft is perpetrated by friends, neighbors, in-home employees, family members or relatives. The Better Business Bureau study found that the 65 and over age group has the smallest rate of identity theft, while the 35 to 44 age group has the highest average fraud amount. Victims of identity theft spend a lot of time trying to resolve their case—40 hours in 2006. The mean resolution time was reduced in 2007 to 25 hours per victim, with the median resolution time holding steady each year at 5 hours per victim (Javelin Strategy & Research Survey, 2007).

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes - Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we invest...</td>
<td>What we do...</td>
<td>Who we reach...</td>
</tr>
<tr>
<td>News articles</td>
<td>Publish news articles, radio spots and television interviews</td>
<td>General Public</td>
</tr>
<tr>
<td>Radio Spots</td>
<td>Exhibits</td>
<td></td>
</tr>
<tr>
<td>Exhibits</td>
<td>Free Credit Report bookmarks</td>
<td></td>
</tr>
<tr>
<td>Avoid ID Theft educator kit from the FTC (DVD, PPT, Brochure, How to Guide for Educators, CD-ROM) Activities</td>
<td>Conduct and evaluate educational programs alone and in partnership with financial institutions to help consumers deter and detect identity theft.</td>
<td>Senior citizens Civic groups Faith-based organizations High school students Parent groups</td>
</tr>
</tbody>
</table>

Specialist: Michael Rupured
Revised 9/2012
Cash-Strapped Consumers: Making Ends Meet

**Situation:** Times are hard for many Georgia families. Food and gasoline prices are at historic highs due to a variety of factors including increasing world demand. The drought has impacted farming, horticulture, industries that depend heavily upon water, tourism and recreation. Problems in the housing sector continue to impact the economy. Real estate offices, construction firms, mortgage brokers, home improvement stores, furniture stores and related businesses have all been hit, leading to loss of income for thousands of workers. Prices for basic necessities have increased more rapidly than wages. The price to fill up the car with gasoline has more than doubled in the last five years. The weak dollar means U.S. consumers pay a premium for imported goods, and that travel outside of the U.S. may be prohibitively expensive. Rising energy costs have impacted not only home fuel bills, but also the price of food, clothing and other goods. Shortages around the world due to disaster and drought are also driving food prices up. The cost of health care, college tuition, and gasoline continue to go up more rapidly than the overall rate of inflation, placing more consumers at risk for catastrophic medical expenses and the prospect of employment for less than a living wage. Even without these economic challenges, the majority of consumers lack the information they need to make informed decisions. The consequences impact economic well-being now and in the future. Dropping out of school, paying bills late, defaulting on financial obligations, and other bad choices have far-reaching consequences and long-term impacts on economic well-being. Making poor choices about whether to save or spend and when to use credit make it more difficult to reach long-term goals.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Literacy for High School Teachers PPTs, NEFE High School Financial Planning Program, NCEE Financial Fitness materials</td>
<td>Conduct and evaluate train-the-trainer program to help others provide financial literacy education to youth</td>
<td>Teachers Community-based organization staff Volunteers Faith-based organization staff Junior Achievement</td>
<td>Participants learn: 1) about Georgia Performance Standards related to financial literacy, 2) money management content specific to the GPS appropriate for youth audiences, 3) strategies for engaging students in money management concepts 4) how to obtain free student workbooks from the National Endowment for Financial Education.</td>
<td>Participants: 1) address GPS related to financial literacy in high school social studies classes, 2) incorporate financial literacy content into lesson plans for classes other than social studies (i.e. CTAE units), 3) utilize activities presented at the workshop in the classroom, 4) order student workbooks from NEFE</td>
</tr>
<tr>
<td>Topic</td>
<td>Conduct and evaluate educational programs to improve consumer understanding of basic money management skills and concepts</td>
<td>High School Students Young Adults Newlyweds Head Start Parents Faith-based organizations Clients of other community-based organizations</td>
<td>Consumers learn: 1) how values influence spending decisions; 2) the importance of prioritizing wants and needs, 3) that a financial plan begins with goals, 4) about fixed, variable and occasional expenses and how to manage them, 5) to find out where there money goes to make sure spending is consistent with values, goals, and priorities, 6) the importance of a system for keeping up with when bills are due, 7) the need to save for unexpected expenses and emergencies, 8) steps to develop a basic family spending plan, 9) how to involve other family members in discussions about spending and saving, and 10) the importance of teaching children basic skills and concepts.</td>
<td>Consumers will: 1) identify personal and family values, 2) prioritize wants and needs, 3) set SMART financial goals, 4) identify fixed, variable and occasional expenses 5) target one or more expenses to reduce spending, 6) implement system for paying bills on time, 7) establish an emergency savings fund, 8) plan spending to meet expenses and reach goals, 9) involve all family members in spending and saving decisions, and 10) teach children basic skills and concepts.</td>
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<tr>
<td><strong>When Your Income Drops PowerPoint, Fact Sheets and activities &amp; Take Charge of Your Finances PowerPoint &amp; activities</strong></td>
<td>Conduct and evaluate educational programs to improve consumer understanding of basic money management skills and concepts needed when income drops and/or prices rise</td>
<td>Recently unemployed workers Laid-off workers Workers facing pay cuts General public during periods of high inflation</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>News articles Radio Spots Exhibits</strong></td>
<td>Publish news articles, radio spots and television interviews Exhibits</td>
<td>General Public</td>
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</tr>
</tbody>
</table>

Specialist: Michael Rupured, M.S.
Revised 9/2012
Food Safety
2013-2015 FACS Plans of Work

FOOD SAFETY

Levels of Programming (minimum expectations)

**Basic:** (1) Media work, newsletters, exhibits, online programs and self-studies.

**Examples:**

Promote Preserving Food at Home online self-study to adult consumers, 4-H members and volunteers, FACS teachers, etc.

Promote Enhancing the Safety of Locally Grown Produce – On the Farm online self-study to small farmers/growers/gardeners (Available after July 2013).

Promote Enhancing the Safety of Locally Grown Produce – At the Market online self-study to managers of small farm markets (Available after July 2013).

(2) Conduct and evaluate (when appropriate) one time presentations upon request.

**Programming examples:**

Safe Food for Every Plate: Lesson Plans for Adult Consumers

Food Safety Lessons for Seniors

**Intermediate:** (1) Media work, newsletters, exhibits, online programs and self-studies.

**Examples:**

Promote Preserving Food at Home online self-study to adult consumers, 4-H members and volunteers, FACS teachers, etc.

Promote Enhancing the Safety of Locally Grown Produce – On the Farm online self-study to small farmers/growers/gardeners (Available after July 2013).

Promote Enhancing the Safety of Locally Grown Produce – At the Market online self-study to managers of small farm markets (Available after July 2013).

**AND**

(2) Conduct and evaluate one time presentations upon request.

**Programming examples:**

Safe Food for Every Plate: Lesson Plans for Adult Consumers

Food Safety Lessons for Seniors

Cooking for Groups (Volunteer Food Preparers, Clubs, In-Home Child Care, etc.)

Managing Food Allergies: Keeping Children Safe (Parents, Teachers, School Foodservice, Child Care)
Plan, conduct and evaluate quarterly programs using one of the packaged curricula available statewide.

**Programming examples:**

- Smart Kids FightBAC! (K-1st; 2nd-3rd Grade Level – schools, after school, clubs)
- ServSafe® Manager (2-day certification) or Employee (1 day) programs (Restaurants, delis, school nutrition, residential living such as personal care homes, youth centers, rehabilitation centers, etc., hospitals, etc.)
- Enhancing the Safety of Locally Grown Produce – On the Farm (Small Farmers/Growers/Gardeners Not GAP Certified)
- Enhancing the Safety of Locally Grown Produce – At the Market (Managers of Small Farmers Markets)
- Wash Your Paws, Georgia!
- Be Food Safe, Georgia! (Lesson for Adults; Lessons for Youth)
- Food for Children – Healthy and Safe (Nutrition and Food Safety or Separate Lessons for In-home Child Care, Parents)
- So Easy to Preserve or other home food preservation demonstration or hands-on workshop program, titles still TBD. (Adult consumers, youth, teachers, etc.)

**In-Depth:**

(1) Media work, newsletters, exhibits, online programs and self-studies.

**Examples:**

- Promote Preserving Food at Home online self-study to adult consumers, 4-H members and volunteers, FACS teachers, etc.
- Promote Enhancing the Safety of Locally Grown Produce – On the Farm online self-study to small farmers/growers/gardeners (Available after July 2013).
- Promote Enhancing the Safety of Locally Grown Produce – At the Market online self-study to managers of small farm markets (Available after July 2013).

AND

(2) Conduct and evaluate one time presentations upon request.

**Programming examples:**

- Safe Food for Every Plate: Lesson Plans for Adult Consumers
- Food Safety Lessons for Seniors
- Cooking for Groups (Volunteer Food Preparers, Clubs, In-Home Child Care, etc.)
- Managing Food Allergies: Keeping Children Safe (Parents, Teachers, School Foodservice, Child Care)
AND

(3) Plan, conduct and evaluate bi-monthly programs (6 per year) using one of the packaged curricula available statewide, and offering two or more different curricula throughout the year.

**Programming examples:**

- Smart Kids FightBAC! (K-1st; 2nd-3rd Grade Level – schools, after school, clubs)
- ServSafe® Manager (2-day certification) or Employee (1 day) programs (Restaurants, delis, school nutrition, residential living such as personal care homes, youth centers, rehabilitation centers, etc., hospitals, etc.)
- Enhancing the Safety of Locally Grown Produce – On the Farm (Small Farmers/Growers/Gardeners Not GAP Certified)
- Enhancing the Safety of Locally Grown Produce – At the Market (Managers of Small Farmers Markets)
- Wash Your Paws, Georgia!
- Be Food Safe, Georgia! (Lesson for Adults; Lessons for Youth)
- Food for Children – Healthy and Safe (Nutrition and Food Safety or Separate Lessons for In-home Child Care, Parents)
- So Easy to Preserve or other home food preservation demonstration or hands-on workshop program, titles still TBD. (Adult consumers, youth, teachers, etc.)

** See Logic Models for additional information on suggested audiences and activities using various curricula.
Enhancing the Safety of Locally Grown Produce

**Situation:** As produce consumption has increased, so have foodborne disease outbreaks associated with fresh produce. In the U.S., per year, foodborne disease results in an estimated 48 million persons with gastrointestinal foodborne illnesses, 128,000 hospitalizations, and 3,000 deaths. Georgia ranks 9th in the number of cases per year, with an estimated 600,000 cases associated with produce. A recent study estimates the total annual cost of foodborne illness in Georgia associated with produce at $1.2 billion. A report funded by the Bill and Melinda Gates Foundation and the W.K. Kellogg Foundation has highlighted the role local food businesses play in economic development—creating jobs and bringing money into communities. However, the local and/or organic small to medium farms that sell directly to consumers often do not have the personnel to develop Good Agricultural Practices (GAP) plans to address food safety concerns nor do they have resources to pay for third party audits required as part of GAP. Surveys conducted with farmers and market managers in Georgia, Virginia and South Carolina found that 57% of farmers (226) responding indicated they use manure as fertilizer. Although the National Organic Program specifies waiting periods between application and harvest, 27% of the farmers wait less than the minimum 90 days. Water from untested sources such as wells, lakes, ponds and streams is used by 27% of respondents to irrigate produce. In regards to worker hygiene, only 67% have handwashing facilities and only 66% have bathrooms near field or packing facilities. Only 41% train their workers in sanitation practices for harvesting, cleaning or packing crops. 43% do not sanitize surfaces that touch fruits and vegetables. 18% do not cool the produce after harvest. Approximately 17% use untested water from wells, lakes or streams to rinse produce before taking it to market. 35% do not cool produce while it is transported to the market. Only 33% always clean containers used to transport produce, and 30% rarely or never clean the vehicle between each use. Of the Market Managers responding (45), 42% have no food safety standards in place for the market. Approximately 90% do not ask farmers any questions about their growing and handling practices. Only 56% have handwashing facilities at the market for all vendors and market workers. 53% indicate that fruits and vegetables are not cooled at the market. Less than 25% sanitize surfaces at the market. Only 11% say they always clean containers in the market between uses. 67% allow sampling but offer no training to vendors related to safe handling of samples. These results indicate a need for training in best practices to reduce foodborne disease risk, enhance the safety of locally grown produce and protect local farmers and markets.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTCOMES - IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What tools the agent needs...</strong></td>
<td><strong>Achievements</strong></td>
</tr>
<tr>
<td>For training farmer/growers:</td>
<td>• Awareness of farmers' and market managers' roles in prevention of foodborne illness.</td>
</tr>
<tr>
<td>• Enhancing the Safety of Locally Grown Produce – On the Farm Curriculum (Instructor Guide, DVD, Slides, Factsheets, Evaluation Tools for delivering a two-hour training.)</td>
<td>• Adoption of food handling practices that minimize the risk of foodborne illness from locally grown produce.</td>
</tr>
<tr>
<td>• Training in implementation, delivery and evaluation of the curriculum package listed above.</td>
<td>• Improved food safety in Georgia.</td>
</tr>
<tr>
<td>• Implement the Enhancing the Safety of Locally Grown Produce – On the Farm Curriculum.</td>
<td>• Reduced incidence of foodborne illnesses from locally grown produce.</td>
</tr>
<tr>
<td>• Farmers/growers on small to medium sized farms, gardeners and others who are not GAP certified but are selling produce directly to consumers or to schools, restaurants, etc.</td>
<td>• Recognition of Cooperative Extension as educators in food safety.</td>
</tr>
<tr>
<td>• Managers of small farmers markets</td>
<td>• Continued growth and success of local food movements in Georgia.</td>
</tr>
<tr>
<td>• Respond to individual requests for information and answers to questions.</td>
<td></td>
</tr>
<tr>
<td>• Farmers, growers, gardeners, farmers market managers, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Outputs**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Audience</th>
<th>Learning</th>
<th>Actions</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implement the Enhancing the Safety of Locally Grown Produce – At the Market Curriculum.</td>
<td>Managers of small farmers markets</td>
<td>Participants will:</td>
<td>Participants will:</td>
<td>• Awareness of farmers’ and market managers’ roles in prevention of foodborne illness.</td>
</tr>
<tr>
<td>• Gain awareness of the importance of safe food handling to prevent foodborne illness from locally grown produce.</td>
<td>• Conduct a self-audit of their facilities using the self-help form provided.</td>
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</tr>
<tr>
<td>• Increase their knowledge of best practices for working with produce including land use, water use, toilet and handwashing facilities, farm worker health and hygiene, harvesting and storage, transportation to market and training and certification programs available</td>
<td>• Identify best practices they intend to implement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improve safety of produce handling practices used on the farm.</td>
<td>• Improve safety of produce handling practices used at the market.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improve safety of produce handling practices used at the market.</td>
<td>• Recognition of Cooperative Extension as educators in food safety.</td>
<td></td>
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</tr>
</tbody>
</table>

Specialists: Judy A. Harrison, Ph.D.
### FACS Extension Logic Model, October 2012

#### Georgians Will Reduce Their Risk of Foodborne Illness (Adults)

**Situation:** More than 250 foodborne diseases present a significant public health challenge. In the U.S., per year, foodborne disease results in an estimated 48 million persons with gastrointestinal foodborne illnesses, 128,000 hospitalizations, and 3,000 deaths. Georgia ranks 6th in the number of cases, having more than an estimated 2.5 million cases per year, over 600,000 associated with produce. A recent study estimates the total annual cost of foodborne illness in Georgia at $4.7 billion. The estimated total annual cost of foodborne illness in Georgia is $4.7 billion with more than 250 foodborne diseases presenting a significant public health challenge. Average costs per case are $14,838 for E. coli O157:H7, $9,146 for Salmonella, $5,901 for Campylobacter and $7,227 for Yersinia. In addition, 4% of adults and 6 to 9% of youth experience food allergies that can have life threatening consequences. A recent observational study of consumer behavior found that 70% cooked hamburgers to the recommended consumer end-point of 160°F. Only 4% used a thermometer to check burger doneness. Only 13% knew the recommended internal temperature for ground beef. The average hand washing time observed was 8 seconds; only 7% of the hand washing events met the recommended guideline of 20 seconds. Potential cross-contamination was common, with an average of 43 events noted per household. Hands were the most commonly observed vehicle of potential cross-contamination.

<table>
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<tr>
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<th>Learning</th>
<th>OUTCOMES - IMPACT</th>
<th>Actions</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Safety Gamewheel</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Fight BAC!® 3-Panel Exhibit</strong></td>
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</tr>
<tr>
<td><strong>Be Food Safe, Georgia! Posters and stickers</strong></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Specialists:** Judy A. Harrison, Ph.D./Elizabeth L. Andress, Ph.D.
**Georgians Will Reduce Their Risk of Foodborne Illness (Youth)**

### Situation:
Approximately half of reported foodborne illness cases occur in children under the age of 15 years. There are more than 2 million children under age 15 in Georgia. The risk of foodborne illness in children is higher due to lower body weight and underdeveloped immune systems. Children have a higher risk of developing serious complications from pathogens, such as E. coli O157:H7 and Salmonella, than do adults. In the U.S., per year, foodborne disease results in an estimated 48 million persons with gastrointestinal foodborne illnesses, 128,000 hospitalizations, and 3,000 deaths. Georgia ranks 9th in the number of cases of foodborne illness. The estimated total annual cost of foodborne illness in Georgia is $4.7 billion with more than 250 foodborne diseases presenting a significant public health challenge. Average costs per case are $14,838 for E. coli O157:H7, $9,145 for Salmonella, $8,901 for Campylobacter and $7,227 for Yersinia.

### FACS Extension Logic Model, October 2012

<table>
<thead>
<tr>
<th>Inputs</th>
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<th>Outcomes - Impact</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What tools the agent needs...</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Audience</strong></td>
<td><strong>Learning</strong></td>
</tr>
<tr>
<td>Elementary Curricula:</td>
<td>• Market programs to school boards, curriculum coordinators and/or principals.</td>
<td>Teachers in grades K-3.</td>
<td>• Improve knowledge of 6 steps to keep food safe (specifically clean, separate, cook and chill).</td>
</tr>
<tr>
<td>• Smart Kids Fight BAC® for K-1st grade (Level 1)</td>
<td>• Request curriculum materials, evaluation assistance, etc. from Judy Harrison</td>
<td>Teachers/organizers of after-school events and clubs.</td>
<td>• Improve knowledge of six steps of proper handwashing.</td>
</tr>
<tr>
<td>• Smart Kids Fight BAC® for 2nd-3rd grade (Level 2)</td>
<td>• Train classroom teachers or after-school programs to use the Smart Kids Fight BAC® curricula.</td>
<td>Youth grades K-3 directly (SKFB, WYP).</td>
<td>• Gain awareness of the importance of handwashing in the prevention of foodborne and infectious diseases.</td>
</tr>
<tr>
<td>• Wash Your Paws, Georgia! Handwashing Education Program</td>
<td>• Implement/evaluate Smart Kids Fight BAC® curricula (Show dvd; Conduct activities in activity books; Read He's BAC! – A Children’s Guide to Keeping Food Safe.)</td>
<td>Parents/guardians/teachers indirectly.</td>
<td>• Increase interest gain awareness of the need for improving food handling behaviors in the home, concession stands, food booths, 4-H projects, etc.</td>
</tr>
<tr>
<td>• Be Food Safe, Georgia! (One level for grades 3-4.)</td>
<td>• Implement and evaluate Wash Your Paws, Georgia!</td>
<td>Youth grades 3-8 (BFSG)</td>
<td>• Recognize Cooperative Extension as a source for food safety education.</td>
</tr>
<tr>
<td>Additional Resources:</td>
<td>• Implement and evaluate Be Food Safe, Georgia!</td>
<td>Boy scouts, girl scouts, boys club, girls club, etc.</td>
<td>• Use Cooperative Extension as a source for food safety education.</td>
</tr>
<tr>
<td>• He's BAC! – A Children's Guide to Keeping Food Safe Story Book (grades K-3)</td>
<td>• Distribute information or hold in-person exhibits at various locations like PTO/School events, health fairs, etc.</td>
<td>Individuals and families, librarians, media, community organizational representatives.</td>
<td>• Recognize Cooperative Extension as a source for food safety education.</td>
</tr>
<tr>
<td>• Smart Kids Fight BAC® 3-Panel Exhibit</td>
<td>• Partner with 4-H to offer programs in schools to youth audiences.</td>
<td></td>
<td>• Recognize Cooperative Extension as a source for food safety education.</td>
</tr>
<tr>
<td>• Smart Kids Fight BAC® Posters</td>
<td></td>
<td></td>
<td>• Awareness of consumers' role in preventing foodborne illness.</td>
</tr>
<tr>
<td>• Wash Your Paws, Georgia! Posters, Stickers, Magnets</td>
<td></td>
<td></td>
<td>• Adoption of food handling practices that minimize the risk of foodborne illness.</td>
</tr>
<tr>
<td>• Be Food Safe, Georgia! Posters, Stickers, Magnets</td>
<td></td>
<td></td>
<td>• Decreased in days absent from school because of illness.</td>
</tr>
<tr>
<td>• Handwashing Kits</td>
<td></td>
<td></td>
<td>• Increased societal knowledge about keeping food safe.</td>
</tr>
<tr>
<td>• Food Safety Gamewheels</td>
<td></td>
<td></td>
<td>• Recognition of Cooperative Extension as innovative educators in food safety.</td>
</tr>
<tr>
<td><strong>Middle and High School Curricula:</strong></td>
<td><strong>Implement and evaluate Be Food Safe, Georgia!</strong></td>
<td><strong>Teens, such as those working in concession booths, food stands, clubs, etc.</strong></td>
<td><strong>Youth will:</strong></td>
</tr>
<tr>
<td>• Be Food Safe, Georgia! (Grades 5-8)</td>
<td>• Implement Cooking for Groups Lesson and PowerPoint.</td>
<td>4-H members, leaders, parents and agents.</td>
<td>• Awareness of consumers' role in preventing foodborne illness.</td>
</tr>
<tr>
<td>• Cooking for Groups Lesson Plan and PowerPoint (Grades 8-12)</td>
<td>• Help with 4-H Projects.</td>
<td></td>
<td>• Adoption of food handling practices that minimize the risk of foodborne illness.</td>
</tr>
</tbody>
</table>

**Specialist:** Judy A. Harrison, Ph.D. 
Professor and Extension Foods Specialist
**Georgians Will Reduce Their Risk of Foodborne Illness (Foodservice)**

*Situation:* More than 250 foodborne diseases present a significant public health challenge. In the U.S., per year, foodborne disease results in an estimated 48 million persons with gastrointestinal foodborne illnesses, 128,000 hospitalizations, and 3,000 deaths (2010). A recent study estimates that in Georgia, there are 2.5 million cases per year at a cost of $4.7 billion (2010). In Georgia, there are more than 16,000 food service establishments (2010) having sales above $15 billion and employing more than 374,000 people (2012). The industry has a need for a workforce trained in safe food handling practices; and, in Georgia, there is a high turnover rate in foodservice and child care employment. More than 470,000 of Georgia’s children under the age of six are in the care of someone other than their parents for as much as 10 hours a day (2012). The staff in these facilities could benefit from food safety training. Georgia DCH regulates 1,972 personal care homes, 626 Community Living Arrangements, and 2 assisted living facilities (2012); the staff in these homes need annual training hours that can include food safety education. Beginning in Dec. 2006, the state of Georgia requires food service establishments to have food safety-certified managers. UGA Extension has been offering one of the acceptable options since 1995 and is prepared to assist. School systems are now being required to implement a HACCP-based system of food safety in the school nutrition program.

**FACS Extension Logic Model, October 2012**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes - Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What tools the agent needs</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Audiences</strong></td>
</tr>
<tr>
<td>Curricula and teaching materials.</td>
<td>All Programs</td>
<td>Foodservice employees (managers, employees), such as:</td>
</tr>
<tr>
<td>ServSafe® Programs</td>
<td>• Publicly; Recruit participants.</td>
<td>• Child care providers.</td>
</tr>
<tr>
<td>• ServSafe® manager certification curriculum (Manager 5th edition).</td>
<td>• Collect registration fees.</td>
<td>• Personal care home providers.</td>
</tr>
<tr>
<td>• ServSafe® employee curriculum (Starters).</td>
<td>• Pre/post assessments and organizational reporting.</td>
<td>• School foodservice.</td>
</tr>
<tr>
<td>Child Care</td>
<td>ServSafe Programs</td>
<td>• Conduct 2-day (12-15 hour) certification programs for managers, including administration of certification exam.</td>
</tr>
<tr>
<td>• Food for Children – Healthy and Safe</td>
<td>• Conduct 1-day (6-8 hour) employee programs.</td>
<td>• Casual dining.</td>
</tr>
<tr>
<td>Foodservice for Children, Multiple Settings</td>
<td>• Grade tests and prepare certificates.</td>
<td>• Quick-service restaurants.</td>
</tr>
<tr>
<td>• Managing Food Allergies: Keeping Children Safe</td>
<td>Follow-up with each participant about certification results.</td>
<td>• Limited specialty restaurants.</td>
</tr>
<tr>
<td>Occasional Quantity Cooks</td>
<td>Keep up-to-date on program changes and certification requirements.</td>
<td>• Food sales managers</td>
</tr>
<tr>
<td>• Cooking for Groups, USDA-FSIS.</td>
<td>Other foodservice employees desiring training.</td>
<td>(grocery store, convenience stores, suppliers, etc.).</td>
</tr>
<tr>
<td>Teaching supplies for demonstrations and handouts.</td>
<td>Child Care Programs</td>
<td>• All the above plus:</td>
</tr>
<tr>
<td>• Thermometers, cutting boards, knives, sanitizing supplies, ice paddles, etc.</td>
<td>• In-home child care providers.</td>
<td>• Service restaurants.</td>
</tr>
<tr>
<td>Local partnerships and/or networking with collaborators and relevant industries.</td>
<td>• Food preparers in child care centers.</td>
<td>• Casual dining.</td>
</tr>
<tr>
<td>• Schools.</td>
<td></td>
<td>• Quick-service restaurants.</td>
</tr>
<tr>
<td>• Health Departments.</td>
<td></td>
<td>• Limited specialty restaurants.</td>
</tr>
<tr>
<td>• Restaurants.</td>
<td></td>
<td>• Food sales managers</td>
</tr>
<tr>
<td>• Foodservice equipment and food suppliers.</td>
<td></td>
<td>(grocery store, convenience stores, suppliers, etc.).</td>
</tr>
</tbody>
</table>

Specialists: Elizabeth L. Andress, Ph.D. and Judy A. Harrison, Ph.D.
# Georgians Will Preserve and Store Foods Safely

**Situation:** A high percentage of home food processors use practices that put them at high risk for illness, and even death, injury and economic losses. (Natl. Center for Home Food Preservation [NCHFP] national surveys, 2001 and 2005). About 1/3 of home canners feel free to adapt the directions or procedures they are given in their own way which can be hazardous. Over 2/3 of home canners do can high-risk low-acid foods, the prevalence of practices that put them at high risk for botulism from these did not decrease between 2000 and 2005 national surveys. The majority of foodborne botulism cases in the U.S. are from foods improperly processed in the home. In 2012, CDC initiated a home canning website oriented to avoiding botulism from home canning due to recent cases. Recent estimates from a study released in 2010 by PEW Charitable Trusts put the cost a case of botulism at $726,362. There are high numbers of U.S. consumers looking for advice and recommendations for preserving and storing foods at home. The NCHFP website gets from 55,000-248,000 visits per month, and over 1.4 million visits per year from people looking for home food preservation information (2011 annual data).

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## INPUTS

**What tools the agent needs...**

- **Curricula and teaching materials.**
  - Extension resources for content in home canning (including salsas), freezing, drying, pickling, fermenting, and making jams and jellies: *So Easy to Preserve* book and *So Easy to Preserve* video series. University of Georgia Extension handouts.
  - Teaching supplies for demonstrations and handouts – canners, dryers, food packaging materials, ingredients.
  - Demonstration kitchens.
  - Partnerships and/or networking with collaborators and relevant industries.
  - Schools.
  - Grocery stores and/or department stores.
  - Health departments.
  - Farmers markets, farmers, cooperatives, etc.

## OUTPUTS

**Activities**

- Distribute recommended procedures.
- Answer individual requests for information and procedures.
- Sell publications: *So Easy to Preserve* book and DVDs.
- Exhibits at food stores, farmers’ markets, and other locations.
- Publish educational messages in the media: newspaper, web pages, radio.
- Work with local government access television to air videos.
- Test dial gauges and inspect pressure canners, via clinics or individual requests.
- Judge fair entries.

**Audience**

- Individuals and families preserving a home food supply.
- School teachers and other educators, community organization project staff, etc.
- Anyone, including the media and school classrooms.
- Anyone pressure canning food at home.
- Anyone canning and drying food at home.
- Home food preservers, educators, entrepreneurs, youth including 4-H members.

## OUTCOMES - IMPACT

**Learning**

- Increased awareness of the importance of following safe, science-based recommendations for preserving and storing food at home.
- Increased knowledge of recommended food preservation and storage practices that are safe and protect the consumer’s economic investment in the processing.
- Increased interest in improving food handling behaviors in the home.
- Recognition of Cooperative Extension as a source for food preservation and safety information and education.

**Actions**

- Adoption of recommended food processing and preservation practices.
- Improved safety in the methods being used to process and preserve foods at home.
- Recognition of Cooperative Extension as a source for food preservation and safety information and education.

**Achievements**

- Use of recommended food processing and preservation practices and resources that minimize the risk for foodborne illness and economic losses.
- Improved food safety and decreased risk of foodborne illnesses from risky food processing in the home.
- Reduction in economic loss from foods improperly processed and stored at home.
- Recognition of Cooperative Extension as educators in food preservation and safety.

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Specialists: Elizabeth L. Andress, Ph.D.; Judy A. Harrison, Ph.D.
Chronic Diseases
## Levels of Programming in Chronic Disease
(over 2 year programming cycle)

<table>
<thead>
<tr>
<th>Level of Programming</th>
<th>Minimum Requirements</th>
</tr>
</thead>
</table>
| **Basic**            | Conduct and evaluate (when appropriate and in cooperation with the specialist) one time presentations in one or more areas of chronic disease  
Possible Resources to Use:  
Media work and exhibits about chronic disease, distribution of the *Diabetes Life Lines* and *Senior Sense Newsletters* and new monthly *Health Newsletter*  
Referring people affected by diabetes to *Focus on Diabetes* on-line program located at [http://www.fcs.uga.edu/ext/food/focus/index.php](http://www.fcs.uga.edu/ext/food/focus/index.php) |
| **Intermediate**     | All of the above PLUS  
Conduct Walk Georgia once a year [www.walkgeorgia.org](http://www.walkgeorgia.org)  
Offer and evaluate one packaged program one or more times  
Possible packaged programs to choose:  
• Seniors Taking Charge of Diabetes [http://www.livewellagewell.info/study/materials.htm](http://www.livewellagewell.info/study/materials.htm)  
• Right Bite Diabetes Cooking School [http://www.fcs.uga.edu/ext/outcomes/6_1.php](http://www.fcs.uga.edu/ext/outcomes/6_1.php)  
• Cooking for a Life Time Cancer Prevention School [http://www.fcs.uga.edu/ext/outcomes/5_1.php](http://www.fcs.uga.edu/ext/outcomes/5_1.php)  
• Gluten Free Education Package (in development) |
| **In-Depth**         | All of the above PLUS  
Offer and evaluate an additional packaged program |

Specialist to Support – Connie Crawley, MS, RD, LD  
Extension Nutrition and Health Specialist  
ccrawley@uga.edu
Georgians Will Decrease Morbidity from Chronic Disease Through Improved Nutrition Practices and Physical Activity

**Situation:** In Georgia, 28% of adults are obese and over 62% are overweight or obese. Thirty-two percent have hypertension, 26.9% engage in no leisure time physical activity and 10% have diabetes. If things do not change by 2030, 53.6% of adults in Georgia will be obese. This will increase the dollars lost due to absenteeism, lower productivity and workman's comp. If the average BMI would be lowered 5% by 2030, Georgia could save 7.7% in health care costs totaling $22,752,000,000. We would have much lower rates of type 2 diabetes, cancer, cardiovascular disease, hypertension, arthritis, asthma, non-alcoholic fatty liver disease, dementia, kidney disease, sleep apnea, and obstetrical complications.

The increase in the incidence of diabetes has paralleled the increase in obesity. In Georgia since 1994, 500,000 people have been diagnosed with diabetes. Most people diagnosed are adults between the ages of 45-64. As people age, their chances of being pre-diagnosed with diabetes increase. The medical costs for a person with diabetes are 2.3 times higher than the medical costs of someone without diabetes. In the United States, 79 million people have pre-diabetes. Pre-diabetes could be reversed by increasing physical activity to 150 minutes per week (30 minutes per day) and losing just 7% of a person's current body weight.

The American Institute for Cancer Research states that about a third of cancers could be prevented by weight control, a healthy diet and regular physical activity. This includes eating more whole grains, fruits and vegetables, limiting sugary drinks and alcohol, reducing the intake of processed and red meat and controlling sodium intake.

In Georgia, the percentage of women over the age of 50 who have gotten mammograms has remained unchanged at about 80% since 2000. The number of women receiving Pap tests has actually decreased from 89% to 86.6%. Older women and women that have lower socioeconomic status and education are less likely to get screened.

The number of individuals diagnosed with gluten intolerance has quadrupled since 1950. This auto-immune disorder is often found in those with type I diabetes or thyroid disease. It has been linked to increased risk for certain cancers, osteoporosis, infertility, skin rashes and joint pain. For its management, foods containing wheat, rye, barley and sometimes oats must be avoided.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools agent needs . . .</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Audience . . .</strong></td>
</tr>
<tr>
<td><strong>Partners:</strong></td>
<td>For all chronic diseases,</td>
<td>People wanting to control their weight</td>
</tr>
<tr>
<td>medical centers, fitness facilities, health departments, parks and recreation, voluntary organizations, busi-nesses, churches, housing authorities, social agencies, Area Agencies on Aging.</td>
<td>- Offer written and electronic media and exhibits</td>
<td>People who are inactive</td>
</tr>
<tr>
<td></td>
<td>- Conduct and evaluate (when appropriate and in cooperation with the specialist) one time presentations in one or more areas of chronic disease</td>
<td>People affected by diabetes or who are at risk for diabetes</td>
</tr>
<tr>
<td></td>
<td>- Possible resources to use:</td>
<td>- Women over age 50 who need regular cancer screenings</td>
</tr>
<tr>
<td></td>
<td>• Marketing presentations from Right Bite Diabetes Cooking School, Walk-a-Weigh and Cooking for a Life Time Cancer Cooking School located in each marketing section of each curricula at <a href="http://www.fcs.uga.edu/ext/outcomes/6.php">http://www.fcs.uga.edu/ext/outcomes/6.php</a></td>
<td>People dealing with gluten</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>For weight control offer:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For diabetes prevention and control:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Refer people affected by diabetes to the Focus on Diabetes modules located at <a href="http://www.fcs.uga.edu/ext/food/focus/index.php">http://www.fcs.uga.edu/ext/food/focus/index.php</a></td>
<td></td>
</tr>
<tr>
<td>INPUTS</td>
<td>OUTPUTS</td>
<td>OUTCOMES – IMPACT</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Tools agent needs:</td>
<td>Activities</td>
<td>Audience.</td>
</tr>
<tr>
<td>School, Road to Health kit, gluten free resources (available 2013), office and food supplies, cooking and serving equipment and utensils</td>
<td>- Plan, promote and conduct:</td>
<td>artificial sweeteners in recipes;</td>
</tr>
<tr>
<td></td>
<td>• The Road to Health Prevention Program available at</td>
<td>• People with any chronic disease affected by diet and activity</td>
</tr>
<tr>
<td></td>
<td>• Walk-a-Weigh Program using the 12 lessons based on the Diabetes Prevention Program available at</td>
<td>• prepare recipes with artificial sweeteners if desired;</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.fcs.uga.edu/ext/internal/fdsn/ww09/">http://www.fcs.uga.edu/ext/internal/fdsn/ww09/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the Right Bite Diabetes Cooking School available at</td>
<td>• prepare recipes lower in fat and sodium and higher in fiber;</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.fcs.uga.edu/ext/outcomes/6_1.phpa">http://www.fcs.uga.edu/ext/outcomes/6_1.phpa</a></td>
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</tr>
<tr>
<td></td>
<td>• Seniors Take Charge of Diabetes Series available at</td>
<td>• be physically active at least for 30 minutes 5 or more days per week;</td>
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<tr>
<td></td>
<td><a href="http://www.livewellagewell.info/study/materials.htm">http://www.livewellagewell.info/study/materials.htm</a></td>
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<tr>
<td></td>
<td>• For cancer prevention, present the Cooking for a Life Time program to raise awareness of cancer risk, cancer prevention and screening.</td>
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<tr>
<td></td>
<td>• For gluten intolerance, distribute and use gluten free education materials (to be released 2013).</td>
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<tr>
<td></td>
<td>• Evaluate outcomes to improve efforts and measure impact of these programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Select and prepare foods with more fiber;</td>
<td></td>
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<tr>
<td></td>
<td>- Increase physical activity;</td>
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<tr>
<td></td>
<td>- Monitor their blood glucose if needed;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Communicate with their medical team;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take their medications if needed;</td>
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<tr>
<td></td>
<td>- Get screened for breast, cervical and colorectal cancer if needed.</td>
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<tr>
<td></td>
<td>- Select and prepare foods without gluten if required</td>
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</tr>
<tr>
<td></td>
<td>- Communicate with their medical team;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take their medications if needed;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Get screened for breast, cervical and colorectal cancer if needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Select and prepare foods without gluten if required</td>
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</tr>
</tbody>
</table>

- Blood pressures are below 120/80.
- People lower their cholesterol and triglyceride levels.
- Women over age 50 get regularly screened for breast, cervical and colorectal cancer.
- Individuals with gluten intolerance select and prepare foods that are gluten free.
Quality Child Care
Levels of Involvement for State Program Plans

**Promoting Quality Child Care**

**Beginning:** Respond to requests for information on child care topics. Distribute Extension and non-Extension publications.

Administer the Keeping Children Safe and Well, Guiding Children Positively, Child Development Zone, and New Staff Orientation child care self-studies. Collect required evaluation data and submit participant reports.

Conduct one-time training workshops for child care providers and directors upon request. Collect evaluation data using program-specific evaluations if available.

Facilitate presentation of the child passenger safety training for child care providers by GTIPPI staff.

Promote Week of the Young Child by planning and hosting celebration activities in collaboration with local child care programs.

Plan and facilitate a child safety seat check at a local child care center in collaboration with GTIPPI and/or local child passenger safety technicians.

Media work and exhibits on child care quality (e.g., promote the Child Care Quality Matters! interactive website; display the Child Care Quality exhibit; use eXtension Alliance for Better Child Care articles as a basis for media articles).

**Intermediate:** Plan, conduct and evaluate one educational series using one of the listed curriculum packages (Basic Core Skills; Make, Do, Learn; Eat Healthy, Be Active; Teaching Basic Health and Safety; Better Brains for Babies). Fulfill evaluation requirements for this program.

Plan and organize a Super Saturday program open for all child care providers, without a specific age group focus.

Conduct one-time presentations for community groups and agencies upon request.

Media work and exhibits.

**Full:** Plan, conduct, and evaluate at least two 6-hour series child care provider trainings, with a specific content and age group focus (e.g., childhood obesity prevention for preschoolers; supporting brain development in toddlers).

Create new print resources and training topics related to young children's health and safety. Pilot-test, revise, implement, and evaluate these new resources.
Participate in the Agent Peer Review process for child care lesson plans by submitting at least two 2-hour lesson plan focused for a specific audience and age group, and reviewing at least one lesson plan from another agent.

Plus all of the above.
Improving the Quality of Child Care in Georgia through Child Care Provider Education

Situation: Many young children spend the majority of their day in child care centers, family child care homes, or other forms of non-parental care. Although research indicates that quality of child care is the most important determining factor in young children's readiness for school, a recent study indicates that the quality of most child care in the United States is mediocre or poor, and many parents do not recognize the difference between high-quality and lower-quality care. Programs with well-trained and well-educated teachers are more likely to provide high-quality care for children.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>AUDIENCES</th>
<th>LEARNING</th>
<th>ACTION</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools Agents Need</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Audiences</strong></td>
<td><strong>Outcomes - Impact</strong></td>
<td><strong>Action</strong></td>
<td><strong>Achievement</strong></td>
</tr>
</tbody>
</table>
| **Curriculum Materials**  
- Basic Core Skills for Child Care  
- "Make, Do, Learn" child care education series on creative activities for 3 - 5 year olds  
- Child care lesson plans and support materials  
- Revised Eat Healthy, Be Active curriculum  
- Teaching Basic Health and Safety curriculum  
- Child care self-study courses  
- New Staff Orientation self-study program  
- Better Brains for Babies training materials and website (www.bbbgeorgia.org)  
- eXtension Alliance for Better Child Care website (www.extension.org/child_care) | Provide a series of entity-approved training classes around a central theme for child care providers using one or more of the following:  
- Basic Core Skills for Child Care 6-hour series  
- Make, Do, Learn 6- to 8-hour series on creative activities for 3 - 5 year olds  
- Teaching Basic Health and Safety in the Early Childhood Classroom series  
- Better Brains for Babies series  
- Additional curriculum series to be developed and peer reviewed by agents | **Child care providers and directors will learn**  
- The importance of quality child care for children's development  
- Age-appropriate expectations of young children  
- Appropriate activities and curriculum for children of different ages  
- Ways to support early brain development in the child care setting  
- Strategies for guiding and nurturing children and handling misbehavior  
- How to secure materials, skills, and support resources to provide high-quality child care | **Child care providers and directors will learn**  
- The importance of quality child care for children's development  
- Age-appropriate expectations of young children  
- Appropriate activities and curriculum for children of different ages  
- Ways to support early brain development in the child care setting  
- Strategies for guiding and nurturing children and handling misbehavior  
- How to secure materials, skills, and support resources to provide high-quality child care | Child care programs will show documented improvements in their child care quality. | More child care programs in Georgia will achieve national accreditation. |
| **Partners** (e.g., child care resource and referral agencies, Bright from the Start, technical colleges, NAEYC, GAYC, other professional associations) | **Evaluate program outputs and outcomes** | **Child care providers and directors will learn**  
- The importance of quality child care for children's development  
- Age-appropriate expectations of young children  
- Appropriate activities and curriculum for children of different ages  
- Ways to support early brain development in the child care setting  
- Strategies for guiding and nurturing children and handling misbehavior  
- How to secure materials, skills, and support resources to provide high-quality child care | **Child care providers and directors will learn**  
- The importance of quality child care for children's development  
- Age-appropriate expectations of young children  
- Appropriate activities and curriculum for children of different ages  
- Ways to support early brain development in the child care setting  
- Strategies for guiding and nurturing children and handling misbehavior  
- How to secure materials, skills, and support resources to provide high-quality child care | Child care programs will show documented improvements in their child care quality. | More child care programs in Georgia will achieve national accreditation. |

Specialist: Diane Bales, Ph.D.
Healthy Couple and Marital Relationships
2013-2015 FACS Plans of Work

HEALTHY COUPLE AND MARITAL RELATIONSHIPS

Levels of Programming (minimum expectations)

Basic: Conduct and evaluate (when appropriate) one time presentations upon request.

Media work, newsletters, and exhibits. Examples:
- Display exhibits at schools, health fairs, hospitals, libraries, bridal shows/fairs, etc.
- Prepare and/or include articles in local newspaper or county newsletter
- Prepare PSA focused on relationship/marriage enrichment
- Distribute relationship/marriage enrichment fact sheets and newsletters to existing program participants, youth at schools/4-H, and at churches, health and community centers, etc.

Intermediate: Plan, conduct and evaluate at least two series using, at minimum, the core lessons in packaged curricula.

Integrate relationship skills content (e.g., communication, conflict resolution, etc) into teaching existing FACS Extension programs (e.g. finance, nutrition, parenting, housing).

Conduct and evaluate (when appropriate) one time presentations upon request.

Media work, newsletters, exhibits. See examples above.

In-Depth: Plan, conduct and evaluate at least four series using, at minimum, the core lessons in packaged curricula.

Plan and conduct at least one professional development training using the Healthy Relationship and Marriage Education Training Curriculum.

Develop educational resources in partnership with State Specialists.

Integrate relationship skills content (e.g., communication, conflict resolution, etc) into teaching existing FACS Extension programs (e.g. finance, nutrition, parenting, housing).

Conduct and evaluate (when appropriate) one time presentations upon request.

Media work, newsletters, exhibits. See examples above.

Note: Contact and work directly with Ted Futris (tfutris@uga.edu) to identify appropriate curricula and resources, to determine effective strategies for implementation and delivery, and to insure appropriate collection of evaluation data to document program outcomes.
Georgians form and maintain healthy intimate partner relationships

Situation: Healthy relationships and marriages, and resulting family stability specifically, benefit the physical, social, and emotional well-being of adults and children as well as the community. However, marriage appears to be fragile and single-parent and unmarried-couple families are becoming increasingly common in today's society. Still, a two-parent family doesn’t guarantee less risk: It can be unhealthy and even dangerous when the couple’s relationship is marked by unresolved conflict and dissatisfaction. The “triple threat” of marital conflict, divorce, and out-of-wedlock births has led to a generation of children at greater risk of poverty, alienation, and antisocial behavior. The future welfare of Georgia’s children can be greatly enhanced by the development of healthy relationship skills of their parents that result in healthy and stable families. The skills needed to develop and maintain a healthy relationship and marriage can be learned.

### FACS Extension Logic Model, October 2012

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUT</th>
<th>OUTCOMES - IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners (e.g., schools, clergy, service providers, counselors, business, community participants)</td>
<td>Build capacity</td>
<td>Increased public awareness about the value of healthy marriages and the skills and knowledge that can help couples form and sustain healthy marriages.</td>
</tr>
<tr>
<td>Building Community Capacity to Support Healthy Relationships</td>
<td>• Identify current local partners and form new collaborations that will support couple and relationship education.</td>
<td>• Increase requests for Extension resources and programs focused on couple and marital enrichment education.</td>
</tr>
<tr>
<td>• Healthy Relationship and Marriage Education Training <a href="http://www.hrnet.org">http://www.hrnet.org</a></td>
<td>• Work with community partners to build public awareness, recruit participants secure programming space, and (co)teach programs.</td>
<td>• Action is taken by the community to promote healthy couple and marital relationships.</td>
</tr>
<tr>
<td>• National Resource Center for Healthy Marriage and Families <a href="https://healthymarriageandfamilies.org">https://healthymarriageandfamilies.org</a></td>
<td>• Train professionals who work with youth and adults to support healthy couple relationships</td>
<td>• Child and family service professionals integrate healthy marriage and relationship education into their services.</td>
</tr>
<tr>
<td>Healthy Teen Relationships</td>
<td>Create Awareness</td>
<td>Youth and young adults acquire the skills and knowledge to make informed decisions about healthy relationships including skills that can help them eventually form and sustain a healthy marriage.</td>
</tr>
<tr>
<td>• Relationship Smarts and other curriculum available for teen audience</td>
<td>• Exhibit and share relationship educational information at venues, events, or through media outlets that reach target audience.</td>
<td>• Program participants exhibit behaviors that foster healthy intimate relationships, including positive communication and listening skills and healthy strategies for managing conflict.</td>
</tr>
<tr>
<td>• Are you Relationship Smart? (Poster)</td>
<td>• Write articles/PSAs for local media outlets that feature relationship skills tips</td>
<td>• Premarital and married couples are equipped with the skills and knowledge necessary to form and sustain a healthy marriage.</td>
</tr>
<tr>
<td>• Is your Teen Relationship Smart? (Brochure for parents)</td>
<td>Deliver programs</td>
<td>• Individuals, couples, and the community aspire to proactively cultivate healthy/stable marriages.</td>
</tr>
<tr>
<td>Healthy Adult Relationships</td>
<td>• PREPARE (Engaged couples) curriculum, brochure, exhibit</td>
<td>• Reduced out-of-wedlock pregnancies and births</td>
</tr>
<tr>
<td>• Smart Steps (for Stepfamilies) curriculum</td>
<td>• Conduct relationship skills training workshops using audience specific curriculum</td>
<td>• Increase in the percentage of children who are raised by two parents in a healthy marriage.</td>
</tr>
<tr>
<td>• No (or low) cost curricula and other publications <a href="http://www.merne.org">http://www.merne.org</a></td>
<td>• Singles, never married or divorced adults who are dating, cohabiting and/or engaged</td>
<td>• Reduction in the incidence of divorce.</td>
</tr>
<tr>
<td>• First-time married couples</td>
<td>• Remarried couples or couples forming stepfamilies</td>
<td>• Reduction in the rate of intimate partner violence.</td>
</tr>
<tr>
<td>• First-time married couples</td>
<td>• Child and family service providers integrate healthy marriage and relationship education into their services.</td>
<td>• Program participants report feeling more satisfied and committed in their couple or marital relationship.</td>
</tr>
<tr>
<td>• Child and family service professionals integrate healthy marriage and relationship education into their services.</td>
<td>• Premarital and married couples are equipped with the skills and knowledge necessary to form and sustain a healthy marriage.</td>
<td>• The formation of healthy and stable marriages in the community will ultimately result in enhanced physical, social and emotional, development of children and improved economic and social conditions in communities.</td>
</tr>
</tbody>
</table>
Parenting Education
2013-2015 FACS Plans of Work

PARENTING EDUCATION

Levels of Programming (minimum expectations)

Basic: Conduct and evaluate (when appropriate) one time presentations upon request.

   Media work, newsletters, and exhibits. Examples:
   - Distribute publications (e.g., Guide for New Parents, Better Brains for Babies) through hospitals, clinics, community center, etc.
   - Prepare and/or include articles in local newspaper or county newsletter based on Just in Time Parenting and other eXtension resources
   - Distribute fact sheets and newsletters (e.g., Principles of Parenting, 1-2-3: Grow) to parents participating in existing FACS programs

Intermediate: Plan, conduct and evaluate at least one series using, at minimum, the core lessons in packaged curricula. Programs should be targeted to audiences based on parent characteristics and the child’s developmental stage (e.g., parenting an adolescent; coparenting after divorce; step-parenting)

   Conduct and evaluate (when appropriate) one time presentations upon request.

   Media work, newsletters, exhibits. See examples above.

In-Depth: Plan, conduct and evaluate at least three series using, at minimum, the core lessons in packaged curricula.

   Develop educational resources in partnership with State Specialists.

   Conduct and evaluate (when appropriate) one time presentations upon request.

   Media work, newsletters, exhibits. See examples above.

Note: Contact and work directly with Diane Bales (dbales@uga.edu) and Ted Futris (tfutris@uga.edu) to identify appropriate curricula and resources, to determine effective strategies for implementation and delivery, and to insure appropriate collection of evaluation data to document program outcomes.
## Parenting Education

**Situation:** Many parents report that they are largely unprepared to cope with modern childrearing challenges. Traditional supports (two-parent households, extended families, cohesive neighborhoods, job stability, etc.) have eroded dramatically in the last 20 years. Growing research has shown that ongoing parenting education and support is effective in helping parents learn and practice skills to provide more effective guidance, nurturing, and support for their children. Parenting education can be provided through a variety of mechanisms, including individual home visits, group education classes, and electronic resources. Parenting education should be targeted to the specific challenges, needs, and issues of the parents participating. Parenting education can be preventive (for mainstream families), interventive (for families at risk), or remedial (for families with significant parenting deficits). To be effective, parenting education needs to take into account child ages and family structures.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUT</th>
<th>OUTCOMES – IMPACT</th>
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</thead>
<tbody>
<tr>
<td><strong>Tools Agents Need</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Audiences</strong></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>• Better Brains for Babies training materials and website (<a href="http://www.bbbgeorgia.org">www.bbbgeorgia.org</a>)</td>
<td>• Distribute the Guide for New Parents to expectant and new parents.</td>
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<tr>
<td></td>
<td>• Parenting education curricula (e.g., Active Parenting Now, Building Strong Families, The Nurturing Program)</td>
<td>• Distribute age-paced publications to parents (on a monthly schedule, at education classes, or by request).</td>
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<tr>
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<td>• Guide for New Parents</td>
<td>• Refer parents to the Just in Time Parenting eXtension community for real-time answers to their parenting concerns.</td>
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<td>• Principles of Parenting publications and lesson plans</td>
<td>• Attend a Better Brains for Babies train-the-trainer. Use BBB materials to teach about early brain development.</td>
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<tr>
<td></td>
<td>• Age-paced publications for parents (Well on Your Way, Baby Bouncer, 1-2-3: Grow)</td>
<td>• Conduct parenting education programs using curricula that meet the parents' needs.</td>
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<tr>
<td></td>
<td>• Tips for Parents publication series</td>
<td>• Train parent educators about parenting education approaches, strategies, and resources.</td>
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<td>• Grandparents Raising Grandchildren publication series</td>
<td>• Work with community partners to co-lead parenting education programs.</td>
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<td></td>
<td>• eXtension Just in Time Parenting website</td>
<td>• Establish community contacts in order to provide appropriate referrals for parents with more intensive needs.</td>
</tr>
<tr>
<td><strong>Partners (e.g., DFCS, Prevent Child Abuse local groups, Healthy Families home visitors, Babies Can't Wait, public health, civic clubs, faith communities, child care resource and referral agencies)</strong></td>
<td>• Evaluate programs to improve efforts and measure impact.</td>
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<tr>
<td><strong>Volunteers (including parent mentors)</strong></td>
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EFNEP
**EFNEP**

**Situation:** Consumers have a wide variety of foods to choose from in today’s marketplace. Gaining skill in selecting and purchasing foods is essential to managing food resources wisely and choosing a healthy diet. In addition, food preparation skills play an important role in allowing consumers to save money on food and prepare food in accordance with the Dietary Guidelines for Americans.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES – IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools agents need...</strong></td>
<td><strong>Activities...</strong></td>
<td><strong>Audience...</strong></td>
</tr>
<tr>
<td>- People – faculty and staff, volunteers, local CES office</td>
<td>To improve food selection, purchasing and preparation of healthful food, promote, plan and conduct:</td>
<td><em>Limited resource families with children</em></td>
</tr>
<tr>
<td>- Training time and materials to build expertise in subject matter and familiarity with resources and technology</td>
<td>Food Talk curriculum (series of 6 sessions)</td>
<td><em>Agencies, organizations and businesses serving target audience: GED programs, WIC, shelters, food banks, etc.</em></td>
</tr>
<tr>
<td>- Materials – Curricula, handouts, fact sheets, demonstration supplies, recruitment items</td>
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<tr>
<td>- Partners – local CES, county commissioners, social service agencies/organizations, schools, child care agencies/facilities, housing communities, faith-based organizations</td>
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<tr>
<td>- Funding – Federal, county, grants, donations, in-kind contributions</td>
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<td>- Technology – computers and peripherals, web-based evaluation system, instant response systems</td>
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</table>

Agencies will understand that Cooperative Extension offers programs that will help improve the health of limited resource families.
| **Conduct youth classes, events and activities.** |
| **Fight BAC!** |
| **Professor Popcorn** |
| **Power of Choice** |
| **Nutrition & Healthy Lifestyles** |
| **TAMS (Teenage Mothers Nutrition Program)** |
| **Wash Your Paws, Georgia!** |
| **WIN – Wellness for Kids** |
| **Healthy Georgia Kids!** |
| **Students in schools, community centers, summer camps, after school programs, youth groups; pre-K classes; Head Start.** |
| **Pregnant teens and their partners through schools, health clinics, and other agencies serving limited resource pregnant teens (some may qualify for the adult EFNEP curriculum).** |
| **Youth will learn how to select a healthy diet.** |
| **Youth will learn the importance of physical activity.** |
| **Youth will be able to:** |
| * use food labels to compare fat and calories. |
| * distinguish between portion sizes and standard serving sizes. |
| * improve the quality of their diets. |
| * increase their physical activity. |
| **Youth achieve better health because of improved nutrition and health practices.** |
| * 30% will eat a greater variety of foods. |
| * 30% will increase their knowledge of nutrition. |
| * 30% will increase their ability to select a healthy diet. |
| * 25% will improve their food safety habits. |
| * 25% will increase their physical activity.
Healthy, Safe, and Affordable Housing Environments
2013-2015 FACS Plans of Work

Levels of Program Involvement

Base Program: Healthy, Safe and Affordable Housing Environments
Base Program Issue Areas: Buying, Owning, Renting
                        Indoor Environmental Hazards
                        Conserving Resources (water, energy, waste)

Basic: Programming – Each year, plan, conduct and evaluate (when appropriate) one presentation or program in one of the base program issue areas. Report in GA Counts.

Outreach – Each year, distribute media (print, broadcast, and/or online) and/or set up an exhibit two times within that year. Report in GA Counts.

Upon Request – Conduct and evaluate (when appropriate) presentations; Respond to consumer questions and inquiries.


Outreach – Each year, distribute media (print, broadcast, and/or online) and/or set up an exhibit four times.

Upon Request – Conduct and evaluate (when appropriate) presentations; Respond to consumer questions and inquiries.

In-Depth: Programming – Each year, plan, conduct and evaluate five programs in any of the base program issue areas. Report in GA Counts.

Outreach – Each year, distribute media (print, broadcast and/or online) and/or set up an exhibit six times.

Upon Request – Conduct and evaluate (when appropriate) presentations; Respond to consumer questions and inquiries.

Extra – Create new educational tools and resources or revise existing resources (in cooperation with specialist).
# Georgians Will Conserve Resources

**Situation:** Our natural resources are limited and we need to be proactive in protecting them. Drought conditions continue to impact many areas of Georgia, driving up the price of water in many areas and reminding us that our water supply is limited. Energy prices have also risen sharply placing a financial strain on household budgets, with the greatest impact on low-income consumers and those living on fixed incomes. While the need to conserve energy and water is widely known, consumers often do not have the knowledge to make informed decisions about how they can reduce their water and energy consumption and costs. Information and education can help consumers realize that a small investment upfront can result in significant savings. Another resource Georgians need to be concerned about is household waste, both in terms of safely disposing of items and reducing household waste. Available land for trash disposal is quickly disappearing. This has prompted an increased interest in recycling as a way to reduce waste. Education and information can help consumers expand beyond recycling to reducing consumption of goods, reusing items, repairing damaged goods, and repurposing items.

## FACS Extension Logic Model, October 2012

### Georgians Will Conserve Resources

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES – IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curricula, Resources and other Teaching Materials</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Audience</strong></td>
</tr>
<tr>
<td><strong>Every Drop Counts: Conserve Water at Home</strong></td>
<td>Work with libraries, water department, schools, youth groups, Habitat, Property managers, senior centers and community groups to plan, promote and conduct water conservation programs. Report in GA Counts.</td>
<td>Renters, Homeowners, Retirees/Seniors, Young professionals, Home builders &amp; remodelers, Teens</td>
</tr>
<tr>
<td><strong>Conserve Energy</strong></td>
<td>Work with utility companies, senior centers, Habitat, Property managers, libraries, schools, youth groups, college and universities, weatherization assistance programs and community groups to plan, promote and conduct programs on energy conservation. Report in GA Counts.</td>
<td>Renters, Homeowners, Home builders &amp; remodelers, Retirees/Seniors, Teens, Section 8 homeowners</td>
</tr>
<tr>
<td><strong>Reduce Waste: Recycle, Reduce, Hazardous Household Waste</strong></td>
<td>Work with solid waste department, recycling groups, environmental organizations, Habitat, Housing Authority, Property managers, youth groups, schools, colleges and universities and service organizations to plan, promote and conduct programs on ways to recycling, reducing waste by buying less, and disposing of hazardous waste. Report in GA Counts.</td>
<td>Renters, Homeowners, University/College students, Habitat, Teens</td>
</tr>
<tr>
<td><strong>News articles, Exhibits, Handouts</strong></td>
<td>Distribute news articles, broadcast media and PSAs. Work with libraries, companies, local government, and community groups to make exhibits and resources available. Respond to consumer questions and requests for information</td>
<td>General Population</td>
</tr>
</tbody>
</table>

### Note:
- Resource for reaching new audience: Sharon Gibson, Multi-cultural Specialist
- Specialist: Pamela R. Turner, Ph.D. (ptturner@uga.edu)
**Situation:** People spend close to 90% of their time indoors where they are exposed to 2 to 3 times as many contaminants as outdoors. These include mold, lead dust, radon, tobacco smoke, dust mites, pests, formaldehyde, volatile organic compounds, and particulate matter from fuel burning devices. These irritants can trigger asthma attacks or contribute to allergies, airway infections, hyperventilation, and possibly lead to cancer. Most of these health effects can be prevented or the severity reduced by implementing healthy housing practices. There is a need for research-based information and education to provide Georgians with the tools they need to make informed choices and decisions.

**Georgians Will Reduce Exposure to Indoor Environmental Hazards**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>AUDIENCE</th>
<th>LEARNING</th>
<th>ACTION</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Homes</td>
<td>Work with Housing Authority, faith-based groups, Habitat, senior centers, libraries, civic groups, property managers, and community groups to plan and conduct programs to increase their knowledge about: Participants will increase their knowledge about: Participants will:</td>
<td></td>
<td></td>
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<tr>
<td>Poison Look Alike Products</td>
<td>Work with child care providers, senior centers, teens, schools, housing authority, library, and community groups to plan and conduct programs on poison look alike products. Evaluate programs and report in GA Counts.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>News articles, Exhibits, Handouts</td>
<td>Distribute news articles, broadcast media, and PSAs. Work with library, community groups, and companies to make exhibits and resources available. Promote Children's Environmental Health Month in October. Distribute news releases in January for National Radon Awareness Month. Plan activities for Asthma Awareness month in May. Respond to consumer requests for information.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: Resource for reaching new audience: Sharon Gibson, Multi-cultural Specialist Specialist: Pamela R. Tuner, Ph.D.
Georgians Will Attain and Maintain Safe and Affordable Housing

Situation: Housing and economic conditions continue to evolve. Foreclosure rates remain high, with Georgia in the top ten states for foreclosures. Federal and state programs have been put in place to help homeowners refinance or modify their mortgage loans, but programs are often confusing for consumers who find themselves in a very stressful situation. New homeowners and renters continue to enter the market with an even greater need for education and information about securing safe and affordable housing. Limited financial resources result in homeowners forgoing regular home maintenance or living in substandard housing. These unsafe housing situations negatively impact the health and safety of the residents. Education and information are needed to ensure homeowners and renters are aware of the steps they need to take to ensure they remain safe in their homes, including when disasters occur.

**FACS Extension Logic Model, October 2012**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES – IMPACT</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curricula, Resources and other Teaching Materials (Some materials in Spanish)</strong></td>
<td>Work with banks, USDA rural housing, home inspectors, housing authority, real estate professionals, Habitat, &amp; similar organizations to market and conduct 3- to 6-hour homebuyer workshops, or financial education workshops that help people prepare for homeownership or retain their housing situation. Complete and submit HUD paperwork for classes and individual housing, and financial counseling. Report in GA Counts.</td>
<td>Participants will increase their knowledge about: New homeowners o Young adults renting for the first time o New homeowners o Renters o Retirees/Seniors o Community organizations o Habitat o Section 8 homeowners o New parents o Young Professionals</td>
<td>Participants will: o Purchase a home o Establish a saving plan to purchase a home o Establish a priority budget to bring mortgage current New homeowners increase property tax revenue in city and/or county.</td>
</tr>
<tr>
<td><strong>Steps on the Path to Home Ownership</strong></td>
<td>Work with property managers, foster care providers, high schools and community groups to plan and offer programs helping renters understand their responsibilities and rights. Complete and submit HUD paperwork for each class. Report in GA Counts.</td>
<td>Participants will increase their knowledge about: o Young adults renting for the first time o Divorced or separated o Individuals aging out of foster care o Young Professionals</td>
<td>Participants will: o Secure affordable rental housing o Purchase renter’s insurance Increase in number of informed responsible renters.</td>
</tr>
<tr>
<td><strong>Leasing Smart in Georgia</strong></td>
<td>Work with Housing Authority, faith-based groups, Habitat, senior centers, parent groups, libraries and community groups to plan and conduct programs on one or more of the home maintenance programs. Evaluate program and report in GA Counts.</td>
<td>Participants will increase their knowledge about: o New homeowners o Renters o Retirees/Seniors o Community organizations o Habitat o Section 8 homeowners o Reducing health hazards in their home</td>
<td>Participants will: o Complete the home maintenance checklist in the fall and spring o Use green cleaners o Establish an annual home maintenance budget Improvement in housing quality as a result of regular maintenance Reduced medical expenditures as a result of fewer injuries and deaths from trips and falls. Increase in the number of homeowners with emergency savings for home repairs Decrease in deaths from carbon monoxide poisoning Increased number of people prepared for emergency situations.</td>
</tr>
<tr>
<td><strong>Home Maintenance</strong></td>
<td>Work with senior centers, faith-based groups and community organizations to plan and conduct programs on home safety. Evaluate programs and report in GA Counts.</td>
<td>Participants will increase their knowledge about: o Retirees/Seniors o Homebound or Disabled o Caregivers o Homeowners o Renters</td>
<td>Participants will: o Eliminate tripping &amp; falling hazards in their home o Install CO alarm o Install smoke detector o Create an emergency kit o Develop an emergency plan</td>
</tr>
<tr>
<td><strong>Safety Begins at Home</strong></td>
<td>Work with community &amp; faith-based groups, disaster preparedness groups, and government officials to plan and conduct programs. Report in GA Counts.</td>
<td>Participants will increase their knowledge about: o Homeowners o Renters o General Population</td>
<td>Participants will: Increase knowledge about renting, buying and maintaining a home.</td>
</tr>
<tr>
<td><strong>Home Emergency Preparedness</strong></td>
<td>Distribute news articles, broadcast media, and PSAs. Work with library, community groups, and companies to make exhibits and resources available. Respond to consumer questions and requests for information.</td>
<td>People after foreclosure o Establish a saving plan to bring mortgage current</td>
<td>Participants will: Increase in number of informed responsible renters. Increase in the number of homeowners with emergency savings for home repairs Improvement in housing quality as a result of regular maintenance Reduced medical expenditures as a result of fewer injuries and deaths from trips and falls. Increase in the number of people prepared for emergency situations.</td>
</tr>
</tbody>
</table>

Specialist: Pamela R. Turner, Ph.D. (pturner@uga.edu) Note: Resource for reaching new audience: Sharon Gibson, Multi-cultural Specialist
Appendix
State Issue: Economic Well-being for Individuals and Families

Description

Estate planning is part of planning for the future and is an important part of financial planning. It deals with accumulating, protecting, and distributing assets. One important aspect of estate planning is creating appropriate documents such as wills, financial powers-of-attorney, health care powers-of-attorney and living wills.

Trend

According to a Wills and Estate Planning study conducted with a national sample of adults 18 and older in 2009 by Harris Interactive for Lawyer.com, many people fail to create important estate planning documents. The results indicated that only 35 percent of Americans have wills, only 29 percent have either a financial or health care power of attorney, and only 18 percent have a trust. The percentage of people having these documents has declined drastically since 2007 when 45 percent had wills, 46 percent had a financial or health care power of attorney and 31 percent had a trust. Although not everyone's situation calls for a trust, everyone could benefit from a will and power of attorney.

Source


Resources Available to Support Programming

Digital Slide Show (PowerPoint) Presentation
Fact Sheets / Departmental Publications
Individual Assistance / Consultations

Additional Resources:
Estate Planning: Don't get Buried in the Paperwork PowerPoint with Notes
Estate Planning Millionaire Game PowerPoint
Have Your Property Handout
Your Property Transfer Handout
Heirs Flow Chart
Rules of Inheritance Handout

Web Pages:
http://www.fcs.uga.edu/ext/econ

Faculty/Staff Available to Support Programming

Primary Contact - Koonce, Joan
Managing Finances through Difficult Times

State Issue: Economic Well-being for Individuals and Families

Description

A slow recovery from the Great Recession in Georgia and across the country means that many individuals and families continue to struggle to make ends meet. Persistent unemployment, stagnant wages, and the rising cost of food, energy, and other commodities challenge Georgia households to do more with less. Extension financial management programs help participants to reevaluate and prioritize spending decisions to improve economic well-being.

Trend

Georgia's ranking for the unemployment rate has risen from 14th worst among the states (10.5% in June 2009) to 8th worst (9.6% in June 2012).

Real Median Family Income for Georgia peaked in 2007 ($62,414) and declined to $55,209 in 2010.

Retail credit card balances reached $51.5 billion in July 2012. Delinquency rates and write offs have declined, but remain at historic high levels.

Georgia's high school graduation rate (based on the number of students who graduate within four years, plus one summer) is 67.4%. Workers with less than a high school education are significantly more likely to experience multiple and extended periods of unemployment than more educated workers.

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations

Additional Resources:
- Georgia Consumers Acquiring Saving Habits (CASH) brochures and database
- Financial Literacy Toolkit (Training Required)
- How You Spend Makes a Difference fact sheet & PPT (FACS web site)
- Your Good Credit fact sheets & PPT (FACS web site)
- How to Get Out of Debt fact sheet & PPT (FACS web site)
- Personal Financial Choices Bankruptcy Education (Training required)
- When Your Income Drops fact sheets & PPT (FACS web site)
- Money Matters PPT (FACS web site)
- Take Charge of Your Finances (FACS web site)

Web Pages:

Faculty/Staff Available to Support Programming

Primary Contact - Rupured, Michael
Savings and Wealth Building

State Issue: Economic Well-being for Individuals and Families

Description

The financial landscape in Georgia has changed on several fronts over the last several decades. The shift from defined benefit retirement plans (pensions) to defined contribution retirement plans; the proliferation of complex financial products for saving, investing and borrowing; and the increasing cost of health care, education, housing and transportation point to a greater need for Georgians to develop saving habits. In addition to setting money aside for a future purpose, saving habits include reducing the cost of routine expenses, comparison shopping, using credit wisely, managing risk and investing for long-term goals. Georgians who acquire and practice saving habits over the long term significantly enhance prospects for improved economic well-being and quality of life.

Trend

The U.S. personal savings rate has historically been low relative to other nations, and this trend provides cause for concern. The personal savings rate (savings as a percent of disposable personal income) approximately 3.8% in the first quarter of 2012 ("Bureau of Economic Analysis," 2012). Given the current situation and historical trend, there is little reason to believe that the personal savings rate outlook is positive. This is especially alarming considering that previous research has shown that how much a person saves has little to do with their income and more to do with choosing to save. According to a study conducted by economists Venti and Wise (2000), saving has more to do with whether a person wants to save and is willing to reduce current consumption to be able to save. In their study, it was noted that low-income persons were able to save more than some middle-income persons (Venti & Wise, 2000). Given the results of this study, the fact that Georgia had a median household income of $47,469 in 2009 (Bachtel, 2010) should not be a barrier to their ability to save for the future. Therefore, individuals and families in Georgia and the U.S. need positive incentives to reverse the trend from a consumption-oriented society to a savings-oriented society.

Sources


Resources Available to Support Programming

Digital Slide Show (PowerPoint) Presentation
Fact Sheets / Departmental Publications
Individual Assistance / Consultations
Speakers and Presenters for County Based Training Opportunities

Additional Resources:
- Before You Invest PowerPoint with Notes
- Before You Invest Fact Sheet
- Before You Invest Exhibit
- Investment Jeopardy Game PowerPoint with Additional Slides and Notes
- Investment Jeopardy Exhibit or Board Game
- Retirement: Dream or reality PowerPoint with Notes
- Do You Plan To Retire?: Key Issues To Consider Fact Sheet
- Do You Plan To Retire?: Ways To Save For Retirement Fact Sheet
- Retirement Words PowerPoint Game
- Retirement Squares PowerPoint Game
- Retirement Budget Example and Blank Retirement Budget
- Time Value of Money Handout
- Are You Smarter Than the Average Person in Financial Planning Game PowerPoint

Web Pages:
http://www.fcs.uga.edu/ext/econ

Faculty/Staff Available to Support Programming

Primary Contact - Koonce, Joan
Rupured, Michael
According to the Dietary Guidelines for Americans, Americans are encouraged to consume more fruits and vegetables as part of a healthful diet and are likely to have reduced risk of chronic diseases. As produce consumption has increased in the U.S., there has been a significant increase in foodborne disease outbreaks associated with fresh produce. A summary of data from the Centers for Disease Control and Prevention (CDC) indicates a steady increase in the number of produce-associated outbreaks since 1987, with a variety of fruits and vegetables involved. As a result, there is growing consumer concern over the safety of foods, especially fresh produce, in the marketplace. There is increasing demand for locally grown produce. However, there may still be risks involved unless the proper measures are taken to keep produce safe.

Recent widespread outbreaks of foodborne illness from fresh produce and imported foods have increased consumer concern over the safety of the food supply. A 2007 study by the National Marketing Institute (NMI) looked at trends driving consumer behavior. The overriding theme identified was "consumers in control." Nowhere is this trend more evident than in the explosion of the organic food industry and the increased interest in locally grown foods. Organic sales are estimated to have increased by 20% annually since 1990, with estimates of $26 billion in sales in 2010. In 2008, produce accounted for more than 37% of organic food sales. USDA's "Know Your Farmer, Know Your Food" initiative introduced in 2009, is an effort to better connect consumers with local producers and to support local food systems. The demand for locally produced food can even be seen in the nation's school nutrition programs, with farm to school and farm to preschool initiatives. Although consumers perceive locally grown products as being healthier and safer for them, small farms that typically supply these products may lack personnel and training to develop HACCP plans and to be GAP-certified. Consumers may pay higher prices for these foods and still be at risk. In addition, foodborne illness outbreaks can be liability issues for farmers and markets.

Cooperative Extension's program goal is to help consumers, producers, and retailers acquire knowledge about safe produce handling that could help them: understand causes of foodborne illness; prevent contamination and cross-contamination; identify appropriate ways to clean, handle, and store produce; compare organic versus conventionally grown products; identify safe sources of produce; make informed decisions about produce safety and the safety of imported products; and identify reputable sources of information about problems that may arise in the food supply.

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

Additional Resources:
Enhancing the Safety of Locally Grown Foods - Two curriculum packages: 1) On the Farm - for small to medium-sized farms and 2) At the Market - for farm market managers have been developed as part of a USDA grant. Factsheets, Instructor Guide, slide presentations, video segments, evaluation tools.

Faculty/Staff Available to Support Programming

Primary Contact - Harrison, Judy A.
Food product entrepreneur services offered by EFS

State Issue: Food Safety

Description

Food safety and government regulations are primary concerns to anyone wishing to put their trademark food product on the market.

Trend

The Extension Food Science (EFS) office has provided food safety training for more than 10 years. We have also worked closely with the Georgia Department of Agriculture's Consumer Protection Division to certify that the procedures that Georgia food entrepreneurs use to prepare their products meet food safety regulations and requirements. The Georgia Department of Agriculture requires a Process Approval before a low-acid or acidified food product, such as BBQ sauces with vinegar and pickles, can be placed on the market. The UGA EFS office does a review of processing procedures and product pH testing, for a nominal fee.

The U.S. Food and Drug Administration (FDA) requires that anyone processing low-acid or acidified foods (such as pickles or BBQ sauce) have training in the proper methods for canning or bottling such products. This four-day Better Process Control School is offered each spring by EFS, with a two-day BPCS for acidified products in the late fall.

A Nutrition Facts Panel (NFP) on a food product label is not required by federal regulations, but many major retail buyers want this panel included on the label. EFS staff prepare the NFP using FDA-certified software for a nominal fee (much less than would be charged by a product testing lab).

The "Starting a New Food Business in Georgia" one-day seminar is presented in conjunction with the Center for Agribusiness and Tourism in Athens. It is held several times per year, at locations around the state.

Resources Available to Support Programming

Digital Slide Show (PowerPoint) Presentation
Individual Assistance / Consultations
Speakers and Presenters for County Based Training Opportunities

Additional Resources:
Handouts for getting a Nutrition Facts Panel prepared
Handout for having a food product classified
Handout for getting a process approval

Web Pages:
Starting a New Food Business website at www.EFSonline.uga.edu

Faculty/Staff Available to Support Programming

Primary Contact - Mohan, Anand
Food Safety for Foodservice

State Issue: Food Safety

Description

Preventing foodborne illness is a goal that does not lessen. More than 250 foodborne diseases have been described and present a significant public health challenge. An estimated 76 million persons per year experience gastrointestinal foodborne illnesses in the U.S. An estimated 325,000 serious illnesses per year result in hospitalizations in the U.S. An estimated 5,000 deaths per year result from foodborne illnesses in the U.S. The American population continues to eat out in ever-increasing amounts. Georgia has over 16,000 inspected foodservice establishments and an industry that employs over 374,000 people (10% of the employment in Georgia) and generates over $15.2 billion in sales (National Restaurant Assn. projections for 2012). An ever-increasing diversity in the food supply and diversity among types and sizes of foodservice establishments and community-based food assistance programs present challenges to food safety and keeping a knowledgeable workforce. University of Georgia Extension has been offering ServSafe® programs since 1996 and is a recognized provider in the state. It also has had a consistent reputation for food safety education for organizations such as child care facilities, personal care homes, and other types of group homes. Benefits to Society: Food handler education can save money. Prevention of just one case of foodborne illness can save at the rates listed for each of the following illnesses for medical expenses, lost productivity, etc.: Vibrio vulnificus $3,045,726; Botulism $726,362; E. coli O157:H7 $14,838; Salmonella $9,146; Campylobacter $8,901; and Listeriosis $1,695,143.

Trend

1) Both the Ga. Dept. of Human Resources (as of 12/07) and the Ga. Dept. of Agriculture (as of 2005) have required food safety manager certification in their food codes. The Georgia DHR foodservice regulations also mandate that managers provide documented employee food safety training. 2) All Georgia foodservice establishments were required to be in compliance with having certified food safety managers by December 2009, and new applicants must receive training within 90 days before being licensed. 3) The employee turnover in the foodservice industry is extremely high, producing a continual need for training. 4) Increased use of, and community interest in, local food banks and other assistance programs are yielding additional needs for food safety programming and/or foodhandler certification programs. 5) Some types of foodservice require more specialized and tailored assistance than ServSafe® can provide to interpret and fulfill regulations given their types of operations (e.g., family day care, group homes, food banks and community/civic organizations and churches). 6) Schools participating in USDA programs are required to have food safety programs based on HACCP and Extension is called on to provide food safety training annually in some counties. 7) It is costly for small, independent foodservice operators to attend trainings far from home, so local opportunities that do not require overnight travel and expenses are needed.
Resources Available to Support Programming

Digital Slide Show (PowerPoint) Presentation
Fact Sheets / Departmental Publications
Individual Assistance / Consultations
Speakers and Presenters for County Based Training Opportunities

Additional Resources:
- ServSafe® program of the National Restaurant Association for manager certification and employee trainings.
- In-state curricular-type resources for specialized audiences, such as: School nutrition lesson plans.

Web Pages:
- ServSafe: http://www.fcs.uga.edu/ext/servsafe/ FACS Extension internal Menu for Food Safety Resources

Faculty/Staff Available to Support Programming

Primary Contact - Andress, Elizabeth L.
Harrison, Judy A.
Preserving Food at Home

State Issue: Food Safety

Description

Home food preservation remains an important and popular cultural activity. The University of Georgia is home to the National Center for Home Food Preservation and thus hosts an extremely popular website used internationally. National Center correspondence as well as Georgia county Extension requests for information and other national societal indicators reveal that consumer interest in preserving food at home is continuing to increase. Media and educators around the country are reporting renewed interest, also. As of 2012, interest in community canneries and processing centers (community kitchens, etc.) is high and local/regional government officials as well as food systems advocates are pushing for their re-invention and seeking funding for such centers. It is critical that those who practice preserving and processing foods at home have access to the most reliable information available concerning food safety and food quality. Cooperative Extension and USDA have long been recognized as credible sources for science-based recommendations, yet national surveys conducted by our department as well as botulism outbreaks recorded by CDC reveal that many people are still using unsafe canning practices despite the availability of sound, scientific methods. Additional educational efforts are needed to stop this. Improving the safety of home food processing methods can save money as well as prevent other losses from illness. Small entrepreneurs also need to understand the differences between preserving food at home and preserving food for commercial ventures. Botulism is one of the more dangerous and expensive types of foodborne illness and is a major risk from improper canning of low-acid foods. Prevention of just one case of botulism can save an average of $726,362 in costs related to medical services, deaths, lost work and disability. Increased awareness of foodborne illness and the consumer's role in food protection can translate to improvements in other food handling situations and save the country additional dollars spent on illnesses.

Trend

1) Increasing current interest in preserving food at home (as well as growing it) due to food security concerns over imported foods and disaster preparations. 2) Increasing current interest in preserving food as a way to support local growers by buying locally when in-season and then having to store it for use later in the year. 3) High interest in processed foods as an entrepreneurship activity to make money. 4) High interest in acidified foods such as salsas and other condiments or specialties, which present the need for controlled canning processes and procedures for safety as a shelf-stable food. 5) Unsafe home canning practices that need educational attention and that have been documented in national surveys include underprocessing of low-acid foods resulting in high risk for botulism, failure to have dial gauges on pressure canners tested and using historical yet unsafe methods for canning. 6) The UGA "So Easy to Preserve" book and videos are used as primary references in the majority of other state Extension programs. The book has been known to sell out in two summers, so at least 6,000 copies are now printed per year. This interest demonstrates popularity of the content, as well as the need to make sure our own statewide faculty are kept up-to-date on a program with such national visibility. 7) Requests for demonstrations and workshop programs as well as Master Food Preserver programs in Georgia are higher than ever as of 2012.
Preserving Food at Home

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

Additional Resources:
- Video series (8 shows), Book-So Easy to Preserve, Online self-study for agents and the public, Three-panel exhibit for So Easy to Preserve, Three-panel exhibits on canning and on freezing, Two window-shade floor exhibits on So Easy to Preserve resources, Dial Gauge testers.

Web Pages:

Faculty/Staff Available to Support Programming

Primary Contact - Andress, Elizabeth L.
Harrison, Judy A.
Reducing the Risk of Foodborne Illnesses – Implications of Healthy People 2020

Objectives

State Issue: Food Safety

Description

At 10-year intervals, the U.S. Department of Health and Human Services (HHS) uses current knowledge of data, trends, and innovations along with lessons learned from the past decade to develop guidelines for health. The Healthy People 2020 Initiative is based on assessments of major risks to health and wellness, changing public health priorities, and emerging issues related to health preparedness and prevention. Several proposed objectives for 2020 in the area of food safety have implications for Extension Food Safety Education initiatives and programs.

Trend

Trend: 1) Reduce severe allergic reactions to food among consumers with a food allergy diagnosis. Extension will see increased emphasis on education for consumers, teachers, school foodservice personnel and child care food preparers for preventing food allergy events. 2) Reduce infections commonly transmitted through food. Extension food safety education programs will continue to focus on strategies to help prevent illnesses from organisms including Campylobacter, E. coli O157:H7, Listeria, Vibrio, Yersinia, Salmonella and Norovirus. This includes renewed emphasis on the importance of proper handwashing. 3) Prevent an increase in the proportion of bacterial isolates from humans that are resistant to antimicrobial drugs. Extension food safety education programs will need to address issues related to proper use of antibiotics. 4) Increase the proportion of consumers who follow key food safety practices. Extension food safety education programs will continue to focus on the recommended steps of clean, separate, cook and chill and will expand messages as appropriate. 5) Reduce the number of outbreak-associated infections caused by food commodity group. Extension will see increasing demand for safe food handling education for specific commodities (i.e. materials for produce handling, materials for meat handling, etc.) 6) Increase the number of states prohibiting sale or distribution of unpasteurized dairy products (as defined by FDA, unpasteurized liquid milk and cheeses aged < 60 days). Extension food safety educators will continue to see issues related to unpasteurized milk and the need for education in this area.

Benefits to Participants: Through Family and Consumer Sciences Extension programs in Food Safety Education, participants enjoy better health because they are able to reduce their risk of foodborne illnesses. As a result of these educational interventions, Georgians:

- Gain awareness of the need for food safety education and safe food handling practices in a variety of food handling environments.
- Increase their knowledge of cleaning, separating, cooking and chilling practices to keep food safe.
- Improve food handling practices in the home, in volunteer food handling situations and in foodservice.

Benefits to Society: Food handler education can save money. Prevention of just one case of foodborne illness can save at the rates listed for each of the following illnesses for medical expenses, lost productivity, etc.: Vibrio vulnificus $3,045,726; Botulism $726,362; E. coli O157:H7 $14,838; Salmonella $9,146; Campylobacter $8,901, and Yersinia $7,227.
Reducing the Risk of Foodborne Illnesses – Implications of Healthy People 2020

Objectives

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

Additional Resources:
- Posters for handwashing education, exhibits and kits for check-out, printed curriculum materials

Faculty/Staff Available to Support Programming

Primary Contact - Harrison, Judy A.
Andress, Elizabeth L.
Georgians are suffering more morbidity and mortality from chronic diseases.

**State Issue:** Food, Nutrition and Health

**Description**

Currently 72.9 percent of Georgia men and 56.7% of Georgia women are obese or overweight. This compares to 71.2% of men and 57% of women in the USA as a whole. The number of obese individuals has increased yearly and most Georgia counties have obesity rates of at least 30%. Obesity and overweight contribute to the development of cardiovascular disease, hypertension, diabetes, cancer and other chronic diseases.

Cardiovascular disease (CVD) continues to be the number one cause of death in Georgia. The Georgia Division of Public Health reported in 2008 that 30% of deaths in this state were due to CVD. CVD death rates were 9% higher in Georgia in 2007 than the national average. Total hospital charges for CVD-related treatment increased from $3.4 billion in 2003 to $5.5 billion in 2010.

The percent of Georgians with high blood pressure rose from 26% in 1999 to 31% in 2009. In 2007, Georgia's stroke rate was 17% higher than the national rate. In 2008, total hospital costs due to stroke in Georgia were $718 million. A third of Americans have hypertension or about 67 million people. Half of those individuals are not adequately controlled. Forty percent of those individuals are not even aware they have high blood pressure and 16% are aware but are not on hypertensive medication. This is true despite the fact that 90% of these individuals have a regular source of medical care. Hypertension contributes to heart disease and stroke.

The incidence of diabetes continues to soar in Georgia and across the country. The percentage of adults with diabetes increased from 7% in 2000 to 10% in 2010. About 79 million individuals in the United States aged 21 years and older have prediabetes.

Cancer remains the second leading cause of death in Georgia. During 2001-2005, about 35,537 cases of cancer were diagnosed each year. Risk for two out of three cancers could be reduced with lifestyle changes such as eating a healthier diet, not smoking and being more physically active.

According to the Mayo Clinic, celiac disease is four times more common that it was in 1950. Many people with gluten intolerance go undiagnosed. Celiac disease is a genetic disease and autoimmune disease that is commonly associated with type 1 diabetes and thyroid disease. Celiac disease is associated with certain cancers, osteoporosis, infertility, skin rashes and joint pain. A longitudinal study of men with celiac disease found that they had a fourfold higher death rate compared to men of a similar age without gluten intolerance.

**Trend**

To address the trend in cardiovascular disease: An educational program and media campaign will be developed for FACS Agents to deliver to those at risk for high blood pressure or that already have high blood pressure to inform them about risk factors such as obesity and inactivity, the importance of screening, and interventions that can reduce blood pressure so fewer people will be unaware and inadequately treated. Individuals with hypertension that want to lower their blood pressure after this program will be directed to the Walk-a-Weigh program and Walk Georgia since weight loss and physical activity can improve blood pressure.

To address the trend in type 2 diabetes: Extension agents can help people at risk for developing type 2 diabetes by offering the Road to Health Program from the CDC and by using the 12 Walk-a-Weigh lessons based on the Diabetes Prevention Program. If people enrolled in these programs lose 5-7% of their current body weight and begin to do 150 minutes per week of physical activity, incidence of diabetes may decrease 58-70% depending on the age of the participants.

To address the trend in cancer, new educational materials will be developed so FACS Extension agents can provide programming in cancer prevention not only to at risk women, but to men who may also be at risk. This programming can focus on lifestyle factors and screenings that reduce mortality from lung, prostate, colorectal cancer, bladder cancer and skin cancer which are the major types of cancer men develop.

To address the trend in celiac disease, a program will be provided for FACS Extension agents to present on what gluten intolerance is and how it can be treated.
Georgians are suffering more morbidity and mortality from chronic diseases.

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

Additional Resources:
- Exhibits on diabetes prevention, hypertension, weight control, and physical activity.

Web Pages:

Faculty/Staff Available to Support Programming

Primary Contact - Crawley, Constance C.
Georgia's Children and Adolescents are becoming overweight and obese due to poor eating habits and inactivity.

**State issue:** Food, Nutrition and Health

**Description**

Poor eating and activity habits are contributing to our skyrocketing overweight and obesity problem in children and youth and their increase in elevated cholesterol levels, high blood pressure, and diabetes. They also contribute to the two primary killers of Georgia's citizens – cardiovascular disease and cancer. It is estimated that by mid-century, most people will be overweight or obese resulting in even higher numbers of chronic diseases. Medical experts predict that this generation may be the first one that has a shorter life span than their parents and grandparents. Extension is in a key position to educate children and youth to improve their eating and physical activity habits to stem this tide.

**Trend**

To combat this trend, an intervention in Colquitt County Schools will investigate whether teaching elementary school age children how to select healthier food and be more active will influence their weight gain over time. If the results of this intervention are positive, this program can be distributed to other counties through FACS Extension agents.

The Walk Georgia program is also proposing to create a special game-based Website for children to encourage physical activity.

Family and Consumer Sciences teachers in middle and high schools will be offered a workshop taught by an Extension specialist and a dietetic intern on how to teach obesity prevention and control to their students.

**Resources Available to Support Programming**

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

**Additional Resources:**

- Exhibits on diabetes prevention, cancer prevention, weight control, walking, eating out

**Web Pages:**


**Faculty/Staff Available to Support Programming**

- **Primary Contact:** Crawley, Constance C.
- Hanula, Gail M

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UGA Cooperative Extension: Outlook 2012: Trends, Issues, and Resources
Rising Prices Impact Access to Nutritious Foods for Georgia Families

State Issue: Food, Nutrition and Health

Description

US retail food prices are predicted to rise as much as 4% in 2013. This is higher than the past 20 year annual average of 2.5-3%, and reflects higher commodity prices, the severe drought in the Midwest, and higher energy costs. Increases are predicted to be centralized in high quality protein foods, including eggs, meat, and dairy.

Trend

The Dietary Guidelines' 2010 Call to Action includes ensuring that all Americans have access to nutritious foods as one of the 3 guiding principles. There is a need for nutrition education to insure that Georgia families know how to select foods that will help them meet their nutritional requirements within their budgetary constraints. Education on the variety of foods in the Protein group of MyPlate, along with information on selecting and preparing these foods, is essential, and how limiting portions to recommended levels can help families save money. Currently 14.5% of US families are food insecure, defined as uncertain of having or unable to acquire enough food to meet the needs of all their members because they had insufficient money or other resources for food. This is a staggering statistic. Educational efforts through Cooperative Extension can help Georgia families eat well on a budget. (Written by Gail Hanula and Elizabeth Ripberger, Dept. of Foods and Nutrition, UGA)

Additional Resources:
Expanded Food and Nutrition Education Program (EFNEP)

Web Pages:
www.ugaefnep.com

Faculty/Staff Available to Support Programming

Primary Contact - Hanula, Gail M
Attaining and maintaining safe and affordable housing

State Issue: Healthy, Safe and Affordable Housing Environments

Description

The housing market is showing signs of slowly recovering; however, the demand for housing is not yet strong enough to consume the existing inventory. In the current market, individuals and families are faced with rising costs for electricity, water, gasoline, food and other necessities while their income has remained stagnant or decreased. This combined with more stringent mortgage underwriting and weak consumer confidence has kept potential home buyers from taking advantage of the low interest rates.

Georgia has a home ownership rate of 67%, which is slightly above the national rate (Census, 2010). Over the past 5 years property values have fallen significantly. The median value of a house in Georgia is $156,200, with large variations between rural and urban communities (Census, 2010). Owning a home remains out of reach for many Georgians because of price and/or poor credit. The other option is renting. Rental units in Georgia vary greatly by price and quality. The median rent in Georgia is $808, which exceeds some social security and disability payments (Census, 2010).

Foreclosure remains a major concern in Georgia. In September 2011, one out of every 352 homes in Georgia was in active foreclosure proceedings (FHLB, 2011).

For the housing market to improve, we need stronger job and population growth, which should help improve consumer confidence and stimulate consumer spending.

Trend

Barriers like poor credit and lack of traditional credit continue to present challenges to many potential home buyers. High unemployment and underemployment, and foreclosure have contributed to credit problems for many homeowners. Homeowners who lost their home often face credit challenges when trying to find a place to rent. There is a great need for education and information on rebuilding credit and finding a place to rent.

The University of Georgia Consumer Sciences Cooperative Extension is approved by the U.S. Department of Housing and Urban Development to provide housing education and counseling in Georgia. Seven FACS Extension Agents provide housing and financial counseling and education in their counties. Programs include buying a home, renting, maintaining one’s home, and preventing foreclosure. There are curricula available on buying a home, renting a home, and home maintenance.
Attaining and maintaining safe and affordable housing

Resources Available to Support Programming

Digital Slide Show (PowerPoint) Presentation
Fact Sheets / Departmental Publications
Individual Assistance / Consultations
Speakers and Presenters for County Based Training Opportunities

Additional Resources:
Housing and financial curricula and related resources are available on the internal website under Focus Outcome #10 - http://www.fcs.uga.edu/ext/outcomes/10.php.
Curricula include:
(1) Steps on the path to home ownership
(2) Smart budgeting for home owners
(3) When your income drops
(4) Renting 101: leasing smart in Georgia
(5) Healthy homes and home maintenance

Web Pages:

Faculty/Staff Available to Support Programming

Primary Contact - Turner, Pamela R
Reducing exposure to indoor environmental hazards

State Issue: Healthy, Safe and Affordable Housing Environments

Description

Linkages between housing and health are well established. Health hazards in one's home can come from the air residents breathe as well as the physical environment. Most individuals spend close to 90% of their time indoors, about two-thirds of which is spent in their home (EPA, 2008). Indoor environment problems are associated with lead-based paint; radon; mold; pests; dust mites; inadequate ventilation; particulate matter from fuel-burning devices; tobacco smoke; formaldehyde from pressed wood products; volatile organic compounds from things like household cleaners, pesticides and air fresheners; pesticides; and trips and falls. Health concerns associated with indoor environmental hazards include asthma, respiratory problems, lung cancer, poisonings, trips and falls.

ASTHMA: The occurrence and severity of asthma is linked to exposure to cockroaches, dust, mold, dust mites and pet dander (Institute of Medicine, 2004). Approximately 21% of the current asthma cases in the U.S. are linked to exposure to dampness and mold in homes, resulting in an annual cost of $3.5 billion (Mudarri and Fisk 2007). In 2011, Augusta and Atlanta were ranked among the top 15 most challenging places to live with asthma. Asthma is one of the leading causes of school absenteeism. According to data collected by the Centers for Disease Control (2003) 12.8 million school days were missed among the over 4 million children reporting at least one asthma attack in the preceding year. Missed school and work days translate into billions of dollars in medical care plus lost productivity. In Georgia 12% of children ages 0-17 and 9% of adults have asthma (Georgia Department of Public Health - DPH, 2008). Among the adults with asthma 45% reported being unable to work or carryout usual activities on one or more days in the past year. In 2007, 10,000 Georgians were hospitalized for asthma, with costs totaling over $132 million, about half of which were for ER visits (DPH, 2008).

MOLD: Studies show an association between damp or moldy houses and negative health effects. Excessive moisture in the home also supports the growth of dust mites, and infestations of roaches, rats, and mice — all of which produce allergens that exacerbate respiratory conditions (Institute of Medicine, 2004).

RADON: Radon is a radioactive gas that seeps into your home through cracks and crevices. Exposure to radon can lead to lung cancer. It is the leading cause of lung cancer among nonsmokers, resulting in an estimated 21,000 lung cancer deaths each year (EPA, 2008). In Georgia over 800 people die each year of radon-related lung cancer.

LEAD: Each year over 1 million children are affected by lead poisoning which results in damage to their brain and nervous system, and behavior and learning problems. The most common source of lead poisoning is from paint in homes and buildings built before 1978 when lead was still used as an additive in residential paints. Other possible sources of lead exposure in the home include lead water pipes and solder; some pottery and cooking utensils; some types of candy; folk remedies; and some imported toys and jewelry.

VOLATILE ORGANIC COMPOUNDS (VOCs): Exposure to contaminants is influenced both by the physical environment of the home and by the behavior of the people living in the home.

TRIPS & FALLS: Each year one out of three adults age 65 or older fall. Medical costs associated with these falls totaled over $19 billion in 2000 or $28.2 billion in 2010 dollars (CDC, 2012). Falls are the leading cause of injury death among adults 65 and over.

Trend
Reducing exposure to indoor environmental hazards

State Issue: Healthy, Safe and Affordable Housing Environments

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Most of the negative health effects from exposure to indoor environmental hazards can be prevented or the severely lessened. All Georgians benefit from healthier homes. Increased attention to reducing indoor contaminants results in reduced health care expenditures and improved well-being of individuals and families. As a result, there are fewer lost work days and children are less likely to miss school from complications associated with asthma and allergies.

Exposure to contaminants is influenced both by the physical environment of the home and by the behavior of the people living in the home. FACS educational programs can increase consumer knowledge about the hazards in their home and what action steps they can take to reduce their exposure and make their home healthier and safer. Workshops provide information about green cleaning, reducing contaminants by adding a doormat, cleaning more often, testing for radon, eliminating lead hazards, and removing tripping hazards.
Reducing exposure to indoor environmental hazards

State Issue: Healthy, Safe and Affordable Housing Environments

Description

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VOLATILE ORGANIC COMPOUNDS (VOCs): Exposure to contaminants is influenced both by the physical environment of the home and by the behavior of the people living in the home.

TRIPS & FALLS: Each year one out of three adults age 65 or older fall. Medical costs associated with these falls totaled over $19 billion in 2000 or $28.2 billion in 2010 dollars (CDC, 2012). Falls are the leading cause of injury death among adults 65 and over. Nationally, the increased focus on healthy housing and environmentally friendly products has resulted in an increased number of products and services making false and misleading claims. Extension Agents provide consumers with research based information to help them make sound decisions when selecting products and services to improve their indoor environment.
Reducing exposure to indoor environmental hazards

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

Additional Resources:
Curricula and resources to support programming are available on the internal website under Focus Outcome #9 (http://www.fcs.uga.edu/ext/outcomes/9.php).
Curricula include:
1. Living Greener: Healthy people, healthy homes, healthy communities
2. Green cleaning
3. Leave it at the door
4. Rethink waste: reduce, reuse, repair, recycle

Web Pages:

Faculty/Staff Available to Support Programming

Primary Contact - Turner, Pamela R
Returning Military and Military Families

State Issue: Positive Development for Individuals, Families and Communities

Description

Since 2001, over 2 million U.S. Service Members have been deployed. Repeated and prolonged deployments, dangerous work environments, and extended family separation have put increased strain on Service Members and their families. Returning Veterans, Active Duty Service Members, Georgia National Guard, Reservists, and their families face all the challenges civilian families do but with the added stress of military life. Because an effective military is critical for national security, it is necessary that Military Families have access in their home counties to Extension's evidence-based resources to assist them in maintaining strong resilient families.

Trend

The 2005 BRAC base realignment alone brought an increase of over 6,500 Army Families to Muskogee County, while across Georgia, there are over 40,000 Military Children. Those numbers, along with the 1,441 Army Survivor Families coping with the loss of their Soldier, illustrate the need for Family and Consumer Sciences programming for Veterans, current Military Family Members, and those Military Families who have lost their Service Member. As Georgia's Veterans and Service Family Members return to their home counties, they will have a need for programming from all three Extension units. Military Families will benefit from programming in effective money management, family communication skills, adapting their homes for Veterans with combat injuries, nutrition education, caregiver support, supporting children and youth during family reunification, building healthy relationships, home gardening and food preservation, support for Military Youth and Children through 4-H programs, educating childcare providers to support Military Children and their families, Agribility for returning Veteran Farmers, and building community capacity to support Georgia's Military Families and Veterans.

Resources Available to Support Programming

- Digital Slide Show (PowerPoint) Presentation
- Fact Sheets / Departmental Publications
- Individual Assistance / Consultations
- Speakers and Presenters for County Based Training Opportunities

Additional Resources:
Support and training for agents working to create relationships with Military Installations and Georgia National Guard and Reserve Units and assistance in identifying and connecting with Military audiences.

Web Pages:
- http://www.fcs.uga.edu/ext/
- http://militaryfamilies.extension.org/
- http://leam.extension.org/events/443
- http://fcs.tamu.edu/families/military_families/
- http://home.mods.jevs.org/federal/programs.asp

Faculty/Staff Available to Support Programming

Primary Contact - Gibson, Sharon M
Bower, Don W.
Strengthening Couple and Marital Relationships

State Issue: Positive Development for Individuals, Families and Communities

Description

For the state and local taxpayers of Georgia, divorce and unwed childbearing costs $1.46 billion each year – almost 8% of the 2007 state budget of $19.2 billion. The costs incurred by the state of Georgia make it the 9th highest of all 50 states. As well, it is estimated that teen childbearing in Georgia costs taxpayers (federal, state, and local) at least $465 million in 2008. These costs were associated with public health care, child welfare services, incarceration and decreased earnings and spending. Healthy relationships and marriages, and resulting family stability specifically, benefit the physical, social, and emotional well-being of adults and children as well as the community. Couples in healthy marriages enjoy greater financial wealth, exhibit more positive parenting practices, have stable employment, and are less likely to be victims of domestic violence. When a higher percentage of couples have healthy marriages, communities tend to have lower crime rates, lower rates of juvenile delinquency, and lower teen pregnancy rates.

The elements of a healthy couple and marital relationship can be learned, and thus, educational programs focusing on communication, conflict management, interpersonal skills, and information regarding healthy relationship development can improve the well-being of individuals, couples, and families. As well, research has shown that youth-focused relationship and marriage education can help adolescents develop skills that will reduce their risk for intimate partner violence and teen pregnancy, and increase their chances for establishing future healthy relationships and stable marriages.

Trend

Adults & Children. Consistent with national trends, the marriage rate in Georgia continues to decline (10.3 per 1000 total population in 1990 vs. 6.6 in 2009), and nearly half of all marriages in a year are remarriages. Nationally, the lifetime probability of divorce or separation remains near 50% and the risk is higher for remarried couples. In Georgia, estimates suggest that nearly 1 divorce occurs annually for every 2 marriages. Of most concern, the percentage of children who grow up in fragile – typically fatherless and poor – families has grown enormously over the past four decades. This is mainly due to increases in divorce and out-of-wedlock births. Estimates suggest that nearly 65% of couples who divorce have children, and since 2000, the percent of all births in Georgia to unmarried mothers has increased each year (37% in 2000 vs. 46% in 2010); a higher proportion of these out-of-wedlock births occur among African American (72%) and Latina (53%) females compared to White females (27%). In 2010, 38% of Georgia’s children lived in single-parent homes. As a consequence of these dramatic shifts in family structure, more children are exposed to the risk of poverty: In 2010, 10% of married-couple families with children under age 18 lived in poverty compared to 39% of female-headed households with children under age 18.

Youth. Consequently, an increasing number of youth are exposed to unhealthy models of relationships which increase their chances of forming unhealthy relationships. For example, approximately 1 out of every 3 adolescent girls in the US is a victim of physical, emotional or verbal abuse from a dating partner. In 2009, 32% of GA High School students were in a physical fight one or more times during the past 12 months and 16% reported that they were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months (compared to 10% Nationally). As well, it is estimated that nearly 50% of all teenagers in grades 9-12 have had sex. US teen birth rates per 1,000 adolescent girls aged 15-19 continued to decrease from 1991 (61.8) to 2007 (41.5) and 2010 (34.4). In GA, the teen birth rate in 2010 was 41.2 per 1,000 15-19 year old adolescent girls, and GA has the 13th highest teen birth rate in the nation.
Resources Available to Support Programming

Fact Sheets / Departmental Publications
Individual Assistance / Consultations
Speakers and Presenters for County Based Training Opportunities

Additional Resources:
- Relationship Smarts (for youth)
- Healthy Relationship and Marriage Education Training (for professionals working with individuals, couples, and families).
- PREPARE program (for Engaged/Married Adult Couples)
- Smart Steps for Stepfamilies
- Intentional Harmony: Managing Work and Life
- Together We Can: Creating a Healthy Future for our Family
- Married and Loving It

Web Pages:
- www.gamarriages.com
- www.nermen.org
- https://healthymarriageandfamilies.org

Faculty/Staff Available to Support Programming

Primary Contact - Futris, Ted G.
Improving the quality of child care in Georgia

**State Issue:** Quality Caregiving for Children and Youth

**Description**

In 2007, 63.7% of children under age 6 lived in a family where all adults in the home work full-time. Some form of child care is needed while those parents are at work. Children in high-quality child care programs learn valuable motor, language, cognitive, and social-emotional skills in child care that contribute to their school readiness, social skills, and emotional well-being in elementary school and beyond. Unfortunately, a new Georgia child care study has shown that most child care in Georgia is only of marginal or poor quality. Child care providers with more education and ongoing training provide better-quality learning experiences and are more responsive to young children's needs.

**Trend**

Ongoing education of child care providers is one important way FACS Extension can help improve child care quality in Georgia. Through child care provider education programs in Family and Consumer Sciences Extension, child care providers learn the skills and information they need to provide more sensitive, responsive, and developmentally appropriate care and educational experiences that meet young children's needs.

**BENEFITS TO PARTICIPANTS:** Through child care provider education programs in Family and Consumer Sciences Extension, child care providers learn the skills and information they need to provide more sensitive, responsive, and developmentally appropriate care and educational experiences that meet young children's needs. As a result of these educational programs, child care providers learn the importance of quality child care, age-appropriate expectations and activities for young children, ways to support early brain development in child care, and strategies for guiding and nurturing children and handling misbehavior; meet their annual training requirements for state child care licensing; make changes in their program and practices to improve the quality of young children's experiences in their child care program; and improve practices that promote children's health, safety, learning, relationships with adults, and school readiness.

**BENEFITS TO SOCIETY:** Child care has an enormous impact on Georgia. The child care industry generates about $2.4 billion in gross receipts each year, and employs more than 61,000 people directly. Parents with young children are able to earn between $13.6 billion and $32.7 billion each year because child care is available. Increasing the quality of child care in Georgia offers long-term benefits by helping children develop knowledge and skills that will enable them to be ready for school, be better students, more likely to complete high school, less likely to be in costly special education programs, less likely to commit crimes, and more likely to be productive members of our future workforce.
Improving the quality of child care in Georgia

Resources Available to Support Programming

Digital Slide Show (PowerPoint) Presentation
Individual Assistance / Consultations
Speakers and Presenters for County Based Training Opportunities

Additional Resources:
Child Care Lesson Plans; Eat Healthy, Be Active curriculum and resource kit; Teaching Basic Health and Safety curriculum and resource kit; Better Brains for Babies trainer resources; eXtension Alliance for Better Child Care searchable databases of hands-on activities, story stretching activities, and fingerplays and songs; Child Care Quality Matters interactive website

Web Pages:
http://www.extension.org/pages/54461/story-stretching-ideas-for-child-care
http://www.bbbgeorgia.org

Faculty/Staff Available to Support Programming

Primary Contact - Bales, Diane W