

Office of Vice President for Research, Economic Development and Public Service

September 16, 2013

Office of State Budget
Attention: Ms. Karen Rhinehart
Edgar A. Brown Building
1205 Pendleton Street, Suite 529
Columbia, SC 29201

Dear Ms. Rhinehart:

Enclosed is the 2012 – 2013 South Carolina State University 1890 Research and Extension Program Accountability Report. Three (3) copies of the Accountability Report are submitted for your perusal. An e-mailed version of the report was also submitted today to your email address at Krherinehart@budget.sc.gov.

If further information is needed, please contact Mrs. Sharon Wade-Byrd, Office of Accountability, at (803) 536-8697 or e-mail: swade1@scsu.edu.

Sincerely,



Delbert T. Foster
Acting Vice-President for Research
and Economic Development and
Executive Director for 1890
Research and Extension

Enclosures: 3

Accountability Report

Fiscal Year 2012-2013



**South Carolina State University
1890 Research & Extension**

July 1, 2012 – June 30, 2013

Date Submitted: September 16, 2013

Accountability Report Transmittal Form

Agency Name South Carolina State University

Date of Submission September 16, 2013

Agency Director Delbert T. Foster

Agency Director's E-mail dfoster@scsu.edu

Agency Contact Person Sharon L. Wade-Byrd

Agency Contact Person's E-mail swadel@scsu.edu

Agency Contact's Telephone Number (803) 536-8697

I. EXECUTIVE SUMMARY

Land grant universities are essential to the community and economic development of the nation. In the State of South Carolina, there are two land grant universities: South Carolina State University and Clemson University. As a land grant university, each institution is charged to educate citizens within the state in fields of agriculture, family and consumer sciences, mechanical arts and other useful professions. The land grant universities were created for the purpose of serving their state and its residents.

The objective of the 1890 Program is to raise the educational consciousness and awareness of national issues that impact South Carolina residents with a special emphasis on the underserved or limited-resource clientele in order to improve their quality of life. The overall mission of the 1890 Program is to promote an organized research and extension system that incorporates stakeholders' input into the design, implementation and evaluation of programs, activities and services which address quality of life issues by providing research-based solutions for South Carolinians. In examining the two units, Research and Extension, independently, the mission of the 1890 Research Program is to invest in faculty whose proposed studies align with targeted research areas which show promise in providing solutions to the various complex challenges that impact communities in the state, throughout the nation and across the globe, and advances the overall research capacity of the university. Funding is awarded for up to three years with the intent to provide researchers with opportunities that would allow them to develop their projects so they are better positioned to attract funding from external agencies and organizations. The 1890 Extension mission is to deliver research-based programs/activities designed to help stakeholders/clientele enhance their quality of life in order to respond to environmental changes. Together, the 1890 Research and Extension Units work cohesively for the betterment of the citizens of South Carolina. Additionally, the 1890 Program, which values the integration of teaching, research and public service, provides effective stakeholder outreach programs and services in the areas of agriculture/natural resources, family life, health and nutrition, youth development, community economic development, education and technology.

The 1890 Program receives federal formula funds each year for research and extension purposes. The Farm Security and Rural Investment Act of 2002 (H. R. 2646) requires a match percentage annually. As of 2007, the mandated matching requirement is 100 percent. If the required Annual State Public Service Activities (PSA) Match, as stipulated in the Farm Security and Rural Investment Act of 2002, is not met 1890 Research and Extension will lose 50 percent of their federal formula funds. Lost funds are redistributed to states that meet the federal match requirement.

The major achievements from the past year (July 1, 2012 – June 30, 2013) for 1890 Research and Extension include the following:

- The 1890 Extension Program made direct contact with over 16,915 people, during the reporting period.

- The Northeastern Corridor of Orangeburg Community Development Corporation (NCOCDC) works with a Program Liaison from South Carolina State University 1890 Research and Extension, whose responsibility is to oversee the following HUD HBCU Grant activities: Minority Small Business and Rehabilitation/Weatherization programs with the NCOCDC Board of Directors and Staff. The Northeastern Corridor of Orangeburg Community Development Corporation (NCOCDC) sponsored their Small Business Development Series. The U. S. Department of Housing and Urban Development made funding available to provide training, technical assistance and grants to minority small businesses that will result in business expansion and increased revenues and economic development in Orangeburg County. As a result of the opportunity, 15 small businesses participated in the small business development education series. Each participant developed their own business plan and received a \$10,000 grant to expand their businesses.

- A total of over 1,402 workshops/trainings were held across the State of South Carolina to assist all participants within the State with special emphasis on the underserved or resource-limited population on various topics. Workshops/Trainings were held on estate planning, land-use, alternative farm enterprises, risk education, etc. To enhance the knowledge of participants in the area of food handling, preparation and distribution workshops/trainings were provided. Educational enhancement was provided to youth on sound money management skills, financial planning and entrepreneurship in Bamberg, Calhoun, Dorchester, Anderson, Hampton and Marlboro Counties. Workshops/Trainings to explore the importance of developing and maintaining healthy lifestyles were conducted.

- Summer Academies were conducted across the State of South Carolina to educate and enhance the occupational outlook of participants. The TechBridge Academies were held for five-weeks for rising seventh and eighth grade students in four different locations. Students were exposed to building their own computers and worked on academic enhancement in reading, math and writing through the use of technology. At the close of each Academy, youth were able to carry their computers home. A total of 60 computers were distributed across the State of South Carolina, which helped to bridge the digital divide. The Strategies in Math and Reading using Technology (SMART) Academies used innovative technology of an interactive whiteboard to teach rising third-grade students mathematical and reading comprehension standards. A total of 35 youth participated in the Academies.

- An estimated 25% of children in South Carolina are obese. An increasing number of the children are being treated for obesity-related conditions such as Type 2 diabetes and hypertension. As a result of the healthy lifestyles program, 91.2% of youth demonstrated an increase in knowledge on living a healthier lifestyle with 74% stating they planned to integrate the information taught in the program to their daily lives.

- In the United States, a shortage of scientists and people understanding science related fields lack basic understanding of science, engineering and technology (SET) methods and content. As a result of the SET program, 88% of participants surveyed stated they learned a new scientific concept. Forty-six percent (46%) of the respondents said they were more interested in science and 25% would like to work in a science related field.
- At-risk youth represent a high percentage of South Carolina's high school dropout rate and juvenile law violating behaviors. At-risk youth lack basic life skills development opportunities that help enhance academic performance. The 1890 Extension Program coordinated a citizenship program that implemented 6 principles of focus: basic life skills, leadership, character education, self-esteem, conflict resolution and service learning projects. Evaluations conducted at the end of the program showed 87% of the participants indicated knowledge gained, while 71% indicated a willingness to adopt Basic Life Skills Principles and become a leader in their community among their peers.
- A high school financial planning program was implemented at eight high schools with 555 participants getting involved. Knowledge gained was assessed by administering a pre-and post-test evaluation. All classes showed an average score increase of 70% with some students increasing their scores by 55 points.
- According to statistical data, the Small Farm Assistance and Outreach Program noted a profit gain by their participants. As a result of training activities, participants reported they gained knowledge of sustainable agriculture practices, adopted the practices and 72 of the producers reported an increase in income.
- Small livestock producers desired to reduce the amount of hay required and produced to increase profitability and to convert land dedicated to hay production to grazing acreage. Ninety percent (90%) of the producers who attended the grazing management workshop planted winter annual forages, legumes and small grains to reduce their hay requirements, increase animal growth rate and increase profitability.
- The use of synthetic pheromones for mating disruption has proven to be effective for *L. serricorne* in stored-products' environments. Results showed significant reduction in the number of male beetles caught in traps. Commercializing mating disruption techniques would be ideal as the methods are environmentally benign, safer to non-target organisms and potentially a better alternative to fumigants that are harmful to humans and the environment. The outcome of the research will also help private industry to manufacture and market pest management techniques that could be adopted to control *L. serricorne* along the stored-products chain. Analysis of genetic variation and behavioral testing of specific fruit fly mutants indicate that over 200 genes may be involved in the control of female receptivity to mating. Additionally, one specific gene and one strong candidate genes were identified that affect the receptivity of female fruit flies to mating and may be involved in pheromone perception. Ultimately, the discovery of specific genes that control female receptivity opens the possibility of controlling pest populations through

direct interference with mating behavior. Knowledge of the genes involved allows the structure of the protein to be predicted, and potentially the development of chemical inhibitors that would disrupt mating without the toxic effects of existing conventional pesticides.

- A study of several South Carolina cities shows that community development has been disproportionate across the state, with little progress made in reducing disparities over a 30-year period. Municipal officials of the communities studied provided recommendations to enhance community development. For example, officials recommend that municipalities should work with the business community to improve education and the social capital of low income communities with the intent to attract new development. The data and analysis generated from the research have policy implications for state legislatures and can also assist 1890 Extension in its community development efforts.
- Preliminary results of a study on Alzheimer's diseases and other neurodegenerative disorders show promise in aiding the advancement of early detection methods and of decelerating progression of the diseases in the brain. The National Science Foundation and SC State's 1890 Research and Extension Program funded the three-year project, which focused on inhibiting protein aggregation in Alzheimer's and on developing sensors for the detection of unusual DNA structures associated with neurodegenerative diseases. According to lead researcher Dr. Rahina Mahtab, the research outcomes have the potential to be among the arsenal of solutions used to fight Alzheimer's, the most common form of dementia.
- A team of researchers conducted tests to evaluate radon levels in wells of families and businesses in the Midlands to Low Country regions. Testing specifically targeted communities along the Edisto River Basin, which span from the counties of Saluda to Charleston and Barnwell to Clarendon. The study found that groundwater in the Basin is generally low with respect to natural radioactivity. However, high radon concentrations were discovered in some areas including Pomaria, Lexington, Cordova, Branchville and an isolated location in St. Matthews. Additionally, the researchers are the first to report higher radon concentrations in groundwater in Cordova than in surrounding areas. The service was funded through the 1890 Research Program as part of a study to investigate radioactivity levels of radioactive contaminants found in groundwater.
- Research that examined South Carolina's Chapters 7 and 13 bankruptcy filings for low income persons before and after the passage of the 2005 Bankruptcy Abuse Prevention and Consumer Protection Act (BAPCPA) recommends that the United States Congress should repeal or revise the law. According to the research, the law appears to be advantageous for financial corporations offering no respite for those who have a constitutional right to seek financial relief through the courts.
- SC State University and Clemson University submitted their 2012 Joint Plan of Work Annual Report of Accomplishments and Results and the 2014 – 2018 Joint Plan of Work Review Updates, which were both reviewed and approved by USDA for another year.

The key strategic goals for the present and future years are governed by the five national goals established in the National Institute of Food and Agriculture (NIFA) Agency Strategic Plan and aligned to the five national goals within the Research, Education and Economics (REE) Mission Area of the U.S. Department of Agriculture. The national goals are: (1) to promote an agricultural system that is highly competitive in the global economy; (2) to provide a safe and secure food and fiber system; (3) to develop a healthy, well-nourished population; (4) to generate greater harmony between agriculture and the environment; and (5) to enhance economic opportunity and quality of life for Americans.

To coincide with the five national goals, the 1890 Research and Extension Program goals focus on (1) agriculture and production systems, (2) youth and family development, (3) rural life and rural opportunities and (4) environment, health and human nutrition. The 1890 Research and Extension Program continues to provide outreach services to their targeted audience of rural and urban limited-resource individuals.

The key strategic goals of 1890 Research and Extension for the present and future years are as follows:

1. To increase external funding to support programmatic and operational initiatives.
2. To make Camp Harry E. Daniels in Elloree, South Carolina an operational facility for programs and activities.
3. To establish an 1890 Research Farm Demonstration Laboratory at Camp Harry Daniels.
4. To secure land and construct community centers. To solicit acquisitions for land to build four 1890 Extension Community Centers across the state of South Carolina. The centers will be equipped with office and multi-purpose spaces designed to engage clientele and communities with an array of on-site community programs, projects, and activities.
5. To increase the number of interdisciplinary research projects by engaging faculty/staff within the university to strengthen research collaboration across departments and disciplines and encouraging the development of an international component for research, teaching, and extension programming.
6. To expand internal and external collaborations and partnerships to build land-grant capacity by exploring and developing more collaborative partnerships within and outside of the university, with particular focus on non-land grant partners, instructors, community development agencies, etc.
7. To expand Mobile Technology Center Outreach.
8. To continue to place more emphasis on the integration of research projects and Extension programs and activities.
9. To develop nutrition and health programs across the state.

10. To become more involved in developing a paraprofessional base that will provide development of clientele skills to assist in program delivery and evaluation within communities.
11. To strengthen strategic planning preparation of extension agents and outreach staff in the delivery of programs based upon environmental screening relative to GIS enhancements.
12. To help academic areas develop new and innovative programming, degree and non-degree, in strengthening the promotion of the land-grant philosophy of the University through increased research opportunities and program development in Extension.
13. To continue to expand professional development training for Research and Extension staff; thereby, strengthening skill level and expertise base for program delivery.
14. To develop expanded emphasis on grant development to support Extension outreach programs and activities.
15. To establish niche areas in Research and Extension for program development to highlight the strength of Research programming within the University.

The key strategic challenges (i.e., mission, operational, human resources, financial and community-related strategic challenges) that may affect 1890 Research and Extension's success in fulfilling its mission and achieving its strategic goals consist of the following as opportunities: (1) Availability of faculty release time to conduct research; (2) The University's prohibition on hiring or implementation of University-wide hiring freeze regardless of the source of funds will impact 1890 Program's ability to address its staffing needs; (3) The adoption of an electronic reporting system will encounter challenges as it relates to finding the appropriate system to include training and maintenance requirements of a system; (4) The success of the 1890 Facilities Projects is dependent on a fluid and consistent partnership between the USDA/NIFA, 1890 Program, Division of Finance and the SC Budget and Control Board. If there is an issue with any member of the partnership, the total project could be delayed or rejected by the approving agency or agencies. The inability to hire individuals with the proven demonstrated skills necessary to secure external funds would interfere with the 1890 Program's ability to achieve its external funding goal; (5) Utilizing the mobile unit to expand the technology focus to assist counties across the state with our programs; (6) Assisting academic areas in developing new and innovative programs/activities; (7) helping to develop an international programming focus at South Carolina State University; (8) expanding the professional development training for Research and Extension staff; (9) emphasizing the land grant tradition of public service; (10) strengthening program development; (11) providing an opportunity to strengthen and develop more collaborations and partnerships across the state with various entities; and (12) building the Geographic Information Management System (GIS) within 1890 to enhance 1890 Research and Extension and better serve areas with specific concerns and needs.

The main challenge that would affect the 1890 Research and Extension Program's ability to fulfill its mission and achieve its strategic goals is based primarily on funding. The 1890 Program receives federal formula funds each year for the 1890 Research and Extension Program. The Farm Security and Rural Investment Act of 2002 (H. R. 2646) requires a match percentage annually. As of 2007, the mandated matching requirement is 100 percent. If the required Annual State Public Service Activities (PSA) Match, as stipulated in the Farm Security and Rural Investment Act of 2002, is not met 1890 Research and Extension will lose 50 percent of their federal formula funds. The lost funds would be redistributed to states that meet the federal match requirement. The General Assembly's perception of the stability of the University in regards to the 1890 Program receiving the 100% non-federal match requirement is crucial. If funding is cut, 1890 Research and Extension activities/programs would have to be limited and/or eliminated, which would be detrimental to the limited-resource people it serves. In addition, the 1890 Program would not have the ability to increase or expand new and innovative programs/activities to the limited-resource communities served by 1890. However, by fulfilling the mission and achieving the strategic goals, the 1890 Research and Extension Program would have an opportunity to flourish, becoming more visible and accessible to its constituents. Also, by enhancing collaborative efforts and partnerships, the 1890 Research and Extension Program is able to provide outreach services to more individuals across the State of South Carolina.

The accountability report is used to improve organizational performance for the 1890 Program as an evaluation and/or assessment tool. The accountability report ensures that 1890 Research and Extension are in compliance with all the rules, regulations and reporting systems governed by USDA requirements. The report provides an avenue to identify strengths and weaknesses within the organization as well as a review of programs/activities. It allows the organization to examine the programs/activities that work and also reflect upon needed services/programs in the targeted areas. Data collection, through surveys, evaluations, etc., is implemented to help assess and improve programs/activities. Through partnerships, programs have expanded enrichment and educational opportunities for children, youth and families statewide. The accountability report is a tool used by the leadership to assess current programs/services and develop future programs/services. Overall, the accountability report is an instrument used for ensuring checks and balances in relationship to the work being performed within the agency.

Section II - ORGANIZATIONAL PROFILE

- The organizational profile is a fact-based description of the 1890 Research and Extension Program. 1890 Researchers identify the main products, services and primary methods by which 1890 Extension delivers and conducts business. The 1890 Program Outreach areas include 4-H Youth Development, Adult Leadership and Community Development, Environment and Natural Resources, Small Farm Assistance and Outreach, Family Life, Technology and Data Management and Nutrition, Food Safety and Wellness. USDA developed five national priority areas of focus reflected in the annual reporting cycle. The 1890 Research and

Extension Program has geared its outreach and research to include the priority areas which are global food security and hunger, climate change, sustainable energy, childhood obesity and food safety. The primary methods of service delivery are through hands-on instruction, workshops, peer-to-peer trainings, on-site demonstrations, surveys, evaluations, community education classes, etc., conducted by 1890 Extension staff and established partnerships. In addition to laboratory experiments and other written forms of evaluations, 1890 researchers also conduct face-to-face interviews and laboratory experiments.

- The key customers, groups and their key requirements/expectations are South Carolina residents with a special emphasis on the underserved or limited-resource clientele and their families. The 1890 targeted audience is not traditionally served through outreach services. The customer focus is on the underserved. The key customers are provided access to programs and services in a fair and equitable manner. Services are extended to everyone, whether they are an adult, youth and/or child. Youth/Children, senior citizens and farmers take advantage of the programs/activities offered by the 1890 Research and Extension Program.
- The key stakeholder groups (other than customers) are local, state and federal entities, members of the advisory board, faith-based organizations, educational institutions, businesses, private industries and non-profit organizations that work and support the efforts of the 1890 Research and Extension Program.
- The key suppliers and partners for the 1890 Research and Extension Program include local businesses, corporations, school districts, faith-based initiatives, child-care centers and foundations.
- The operating locations of 1890 Research and Extension are represented across the state of South Carolina. The main office is located in Orangeburg, SC on the campus of South Carolina State University in the R. L. Hurst 1890 Research and Extension Complex. On campus, the staff is housed in the Research Facility, the Extension Annex and the John W. Matthews, Jr. Extension Center. County staff are located in various sites throughout the state. Three fully staffed offices are located within the counties of Orangeburg, Marlboro and Hampton. Each cluster office serves multiple counties. The Orangeburg Cluster consists of Bamberg, Calhoun, Dorchester and Orangeburg counties. The Marlboro Cluster serves Dillon, Florence, Marion and Marlboro counties. The Hampton Cluster includes Allendale, Beaufort, Colleton, Hampton and Jasper counties. The Orangeburg, Marlboro and Hampton Clusters all house full-time staff members. The 1890 Extension Program employees share office space with Clemson in two counties (Greenwood and Williamsburg). An extension agent is housed in the Greenwood Cluster (Edgefield, Greenwood, McCormick and Saluda), who specializes in agriculture and animal production programs/activities. The Williamsburg Cluster has one senior extension director. This individual provides leadership for

programs/activities associated with agriculture and 4-H/Youth Development. The individual in the Williamsburg Cluster serves Clarendon, Florence, Sumter and Williamsburg counties. In the Anderson Cluster (Anderson, Greenville and Spartanburg counties), which is housed in the Westside Community Center, 1890 Extension has one senior extension director that specializes in 4-H/Youth Development, one extension agent, one program assistant and one extension assistant. The Charleston Cluster home office is located in the downtown area of Charleston. It has one extension agent who serves Berkeley, Charleston and Dorchester counties.

- The 1890 Research and Extension Program employees approximately 100 staff members, which include permanent, temporary and student employees. The employee categories are segmented as 21 classified, 34 unclassified, and 45 temporary, which includes student workers.
- The regulatory environment under which 1890 Research and Extension operates (i.e., occupational health and safety regulations, certifications, financial and service requirements) is governed by the federal government (USDA, NIFA, etc.), the State of South Carolina and South Carolina State University.
- The performance improvement system(s) for 1890 includes progress relative to strategic objectives and action plans for South Carolina State University as well as adhering to the goals and objectives governed by the National Institute of Food and Agriculture (NIFA) of USDA within the Five Year Plan of Work. Data/information analysis is used to provide effective support for decision making. Each program/activity has incorporated into its operation a measurement tool to analyze performance. The data is utilized in several ways in order to provide effective support for decision making. First and foremost, program evaluations are conducted on a continual basis. In Extension, surveys were conducted to assess identified program priorities and to evaluate the impact of the services and/or programs. The agents/researchers develop evaluations, surveys and questionnaires tailored to their targeted audiences. A sign-in sheet or a personal data collection form is utilized for each program/activity. To ensure data integrity, timeliness, accuracy, security and availability for decision making, agents/researchers conduct pre- and post-tests. On occasion, agents/researchers request the services of the Information Technology (IT) Office and/or Accountability Office to assist in the preparation of evaluation methods. The IT Office is also responsible for securing and analyzing the data once it has been collected.

Research projects utilized both applied and basic research methods which focused on agricultural, human and rural economic development efforts. The analyses of the data sets were conducted by utilizing the appropriate statistical technique package(s). Analyses entailed both non-parametric and inferential statistical

analysis such as logic modeling and regressions. The findings from the research projects were published in final bulletins. One-pagers were designed and developed for easy reading for legislators and stakeholders. In many instances, brochures were produced and utilized by Extension personnel for distribution to their clientele in areas where there was a need to assist with program development. Some research publications and/or manuscripts were submitted to peer-reviewed journals. Findings were shared at conferences, workshops, etc., and developed into papers and further research efforts.

Several methods are utilized in order to make appropriate decisions relative to comparative data and information such as the use of secondary data (e.g., Census data to identify tracts of potential clientele to be served by the Extension agents and Geographic Information System (GIS) to illustrate where small farm tracts are located). The management of accumulated organizational knowledge was collected and secured by the division's Information Technology component. The data was stored on dedicated servers in Research and Extension with tape back-up and password protection.

- **Organizational Structure:** The overall governing body of the organization is the South Carolina State University (SCSU) Board of Trustees and the University President. There is a vice-president for research and economic development who heads the division. The National Institute of Food and Agriculture (NIFA) and USDA govern the 1890 Program executive director/administrator. The executive director/administrator directly supervises an administrative coordinator II, administrative assistant, director of accountability and plan of work, extension administrator and research administrator. The extension administrator supervises the overall unit of the Extension Program which includes administrative assistants, senior extension directors, agents, extension P-14's, P-13's and P-13S's in the 1890 Extension Unit. The research administrator manages the overall unit of the Research Program. This individual supervises the communications coordinator for 1890 Research, administrative assistants, data management staff, Geographic Information System (GIS) Laboratory, technological support, grant writer, editor, center directors, Evans-Allen research scientists, P-14's, P-13's and P-13S's in the 1890 Research Unit. The director of accountability and plan of work supervises an administrative assistant.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 2,425,570	\$ 528,440	\$ 2,425,570	\$ 528,440	\$ 2,441,423	\$ 544,293
Other Operating	\$ 2,966,089	\$ 1,253,750	\$ 2,966,089	\$ 1,253,750	\$ 3,787,654	\$ 1,953,750
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 682,379	\$ 239,672	\$ 973,722	\$ 531,015	\$ 958,544	\$ 515,837
Non-recurring	\$	\$				
Total	\$ 6,074,038	\$ 2,021,862	\$ 6,365,381	\$ 2,313,205	\$ 7,187,621	\$ 3,013,880

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures	FY 12-13 Budget Expenditures	Key Cross References for Financial Results*
1221 - Sustainable Agriculture, Natural Resources and Environment	Sustainable Agriculture, Natural Resources and Environment. (To assist small farmers with their land)	State: 687,433.00 Federal: 1,347,098.00 Other: Total: 2,034,531.00 % of Total Budget: 34%	State: 786,490.00 Federal: 1,347,098.00 Other: Total: 2,133,588.00 % of Total Budget: 34%	7.1 7.2 7.3 7.4 7.5
1222 - Nutrition Education, Diet and Health	Nutrition Education Diet and Health (To provide nutrition education that promotes healthy living.)	State: 343,717.00 Federal: 689,665.00 Other: Total: 1,033,382.00 % of Total Budget: 17%	State: 393,245.00 Federal: 689,665.00 Other: Total: 1,082,910.00 % of Total Budget: 17%	7.1 7.2 7.3 7.4 7.5
1223 - Youth and Family Development	Youth and Family Development (To provide family, resource management and educational programs to improve quality of life.)	State: 404,372.00 Federal: 810,100.00 Other: Total: 1,214,472.00 % of Total Budget: 20%	State: 462,641.00 Federal: 810,100.00 Other: Total: 1,272,741.00 % of Total Budget: 20%	7.1 7.2 7.3 7.4 7.5
1224 - Community Leadership and Economic Development	Community Leadership and Economic Development (To provide leadership and economic development initiatives to communities.)	State: 343,717.00 Federal: 680,924.00 Other: Total: 1,024,641.00 % of Total Budget: 17%	State: 393,245.00 Federal: 680,924.00 Other: Total: 1,074,169.00 % of Total Budget: 17%	7.1 7.2 7.3 7.4 7.5
1225 - Administration	Administration (To provide overall operation of programs/activities.)	State: 242,623.00 Federal: 524,389.00 Other: Total: 767,012.00 % of Total Budget: 12%	State: 277,584.00 Federal: 524,389.00 Other: Total: 801,973.00 % of Total Budget: 12%	7.1 7.2 7.3 7.4 7.5

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:
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* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

III. ELEMENTS OF MALCOLM BALDRIGE CRITERIA

Category 1 – Senior Leadership, Governance and Social Responsibility

Senior leaders set, deploy and ensure two-way communication throughout the organization and with customers and stakeholders as appropriate for short and long term and organizational direction and priorities by keeping staff members informed and aware of decisions and policies. Staff input is requested on occasion. The leadership role has been entrusted to the senior leaders of each unit, as recommended by the vice-president for research and economic development and 1890 executive director. The senior leaders use a team approach to maintain and enhance the level of professionalism and productivity they are accustomed to providing regarding leadership. Employees are also expected to perform with the highest level of integrity and professionalism. The senior leaders constantly communicate with the vice-president on decisions affecting their particular areas. The senior leaders are approachable and employees are at liberty to make appointments to review and discuss any issues. However, as a courtesy, an appointment would be nice, but not necessary or mandatory. Employees may visit senior leaders in their offices, at any time, to ask questions, voice concerns or make comments. The senior leaders have an open door policy in respect to the employees.

The performance expectations of the employees are high, yet achievable. Staff members are given independent job assignments and are encouraged to be innovative, assertive, creative and productive. Showing initiative, in regards to management and task completion, is appreciated. Within the organization, honesty is always the best policy. The senior leadership and staff are aware of the professional values needed to function within the organization. Staff development continues to be high on the priority list. The administration promotes training/learning for their employees. When brochures, pamphlets and flyers are received, the information is provided to employees to encourage educational enhancement. Workshops, seminars and training opportunities allow employees to keep abreast of the latest findings in their fields of professionalism. Professional growth is always encouraged. The organization values a good work ethic as well as promotes the activities and services offered by the organization, confidentiality on various issues and respect for the organization. Ethical behavior is held in high regard. Employees are expected to be loyal and dedicated to their jobs and take pride in the work they do. Policy manuals are available to staff for review at anytime. The policies and procedures manual is available online via the internet. Any changes in the policies are distributed to the employees via e-mail as well as hard copies made available. In addition to the policy of the University, 1890 Research and Extension is mandated by federal and state guidelines.

The senior leaders establish and promote a focus on customers and other stakeholders that utilize the organization's programs/activities through a stakeholder input process. Section 102 © of the Agricultural Research, Extension and Education Reform Act of 1998 (AREERA) requires that land-grant institutions gather and provide information related to stakeholders. The Act specifies that information discloses (1) actions taken to seek stakeholder input that encourages their participation, and (2) a statement of the process used by institutions to identify individuals and groups who are stakeholders and to collect input from them.

South Carolina State University 1890 Research and Extension seeks stakeholder input from (1) the community at-large, (2) County Advisory Committee Members, (3) Research and Extension administrators, (4) Extension Agents, and (5) 1890 Research and Extension staff. The 1890 Program also receives valuable information through collaborative efforts and partnerships that assist in the delivery of services.

The organization addresses the current and potential impact on the public of its programs, services, facilities and operations, including associated risks by reviewing the qualitative and quantitative data collected from various program sources, such as the public. The output and outcome indicators provide valuable information regarding the services and programs. In regard to risk factors, the university has in place an Institutional Review Board (IRB) that reviews all surveys and programs that involve human subjects. Before data is collected, the research protocol or program offerings must go through the IRB for approval. Once the IRB is approved, researchers are at liberty to move forward in conducting their research.

Senior leaders maintain fiscal, legal and regulatory accountability by having staff members in positions that constantly monitor the actions of the organization to provide impact. Personnel are aware of the rules and regulations. Updates are constantly provided to personnel when new information is received. A check and balance system is in place to monitor the fiscal activities of the various programs. The university has an attorney on retainer to respond to legal matters.

Senior leaders regularly review performance measures to inform them on needed actions by collecting data through surveys, questionnaires, evaluations and sign-in sheets. Senior leaders implemented an internal reporting system to allow staff an opportunity to keep an account of daily programs/activities. On occasion, focus group sessions are held with various participants. Log sheets as well as sign-in sheets are also collected to provide accurate records of program participation and to make future contact.

The senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization, including the head of the organization and the governance board/policy making body. Management is able to determine their personal as well as organizational strengths and weaknesses. With the feedback, changes may be made in regard to restructuring or shifting positions and/or responsibilities to enhance the organization. The senior leaders utilize their personal actions to reflect a commitment to organizational values by ensuring that professional program delivery is implemented and disseminated to all persons involved.

Senior leaders promote and personally participate in succession planning and the development of future organizational leaders by giving members of the staff administrative responsibilities and providing opportunities for growth, such as representation for senior leaders on committees, at meetings, etc. By gradually increasing the roles and responsibilities of employees that demonstrate potential leadership qualities, the senior leaders develop successors. In the absence of senior leaders, a successor is able to fill-in and respond, accordingly. The 1890 Research and Extension unit is growing leaders/successors. The agency has several young, energetic and

educated individuals on staff capable and competent to fill the positions of senior leaders. Also, names of staff members are submitted for leadership training. Senior leaders continue to participate in the Leadership Orangeburg Program as well as Leadership South Carolina. Senior leaders are encouraged to participate in professional development to enhance their careers.

The senior leadership creates an environment for performance improvement and the accomplishment of strategic objectives by keeping the staff informed of various additions and/or changes within the organization. Meetings are held with department heads and they, in turn, meet and discuss key organizational priorities with the staff. Department heads schedule monthly or quarterly meetings with their staff, as well as one-on-one meetings. The team approach has been a very effective measure when discussing goals, objectives and programming issues. Updates to the strategic objectives are made quarterly. A final report is submitted at the end of the year.

Senior leaders create an environment for organizational and workforce learning by providing training and workshops that are beneficial to the staff. On occasion, staff members submit requests for educational enhancement received through emails, brochures, webinars, etc. Demonstrations and site visits are held to get a hands-on feel for the work that is to be implemented.

Senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization by providing a forum for staff to express themselves in meetings as well as submit proposals for initiatives in which they want to be involved. Staff members are urged to seek out external grants and other resources that would enhance their program area. Senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization. Staff is given the opportunity to recognize and submit the names of staff from the Research and Extension Program for Staff Employee of the Year representing the unit. The winning candidate is then chosen from the pool of University representatives to be the University Employee of the Year. In addition, outstanding performances or accomplishments are featured in the 1890 community brochure as well as the media releases through the university and the division.

The senior leadership actively supports and strengthens the communities in which the 1890 Program operates by involving the community and stakeholders in all 1890 activities/programs. Persons from the community act as volunteers and liaisons for the organization. Community meetings are also held with residents. Areas of emphasis are identified and determined by county agents as well as the senior leadership. The senior leadership periodically goes into the community and gets involved with whatever programs/activities that may be sponsored by 1890 Research and Extension. Based on their level of expertise, members of the senior leadership team deliver programs to the community and serve as program assistants, chaperones and volunteers. Community classes and workshops are held across the state to provide citizens an opportunity to get hands on learning. Brochures are distributed on a quarterly basis identifying programs/activities offered by the 1890 Program. Senior leaders, the workforce and the organiz-

ation contribute to improving communities by listening to their constituents and offering programs beneficial to the targeted area. The variety of programs administered is important to youth and adults. Constituents are pleased with the organizational services and take ownership of the programs provided.

Category 2 – Strategic Planning

Strategic Planning

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1221- Sustainable Agriculture, Natural Resources and Environment	To establish an agricultural system that is highly competitive in the global economy	<ul style="list-style-type: none"> ~ Provide trainings/workshops ~ Establish marketing outlets ~ Increase farmer profitability ~ Establish on-going technical assistance programming ~ Promote greater harmony with agriculture & the environment 	<ul style="list-style-type: none"> ~ Participate in trainings/workshops/ hands-on activities ~ Progress with farm retention ~ Assess the impact of knowledge base with surveys ~ Produce publications/pamphlets ~ 7.1, 7.2, 7.3, 7.4, 7.5
1222 – Nutrition Education, Diet and Health	To insure a safe and secure food system	<ul style="list-style-type: none"> ~ Teach lessons on basic sanitation and food safety ~ Increase food safety awareness ~ Promote lifestyle behavior changes 	<ul style="list-style-type: none"> ~ Follow-up and evaluate client implementation lessons ~ Food preparation (washing hands and food) ~ 7.1, 7.2, 7.3, 7.4, 7.5
1223 – Youth and Family	To promote a healthy, well-nourished population	<ul style="list-style-type: none"> ~ Provide character education ~ Implement healthy nutrition edu. ~ Increase consciousness of food safety and nutritious eating habits ~ Provide money management edu. 	<ul style="list-style-type: none"> ~ Documented personal changes ~ Number of clients who adopted healthy eating/cooking habits ~ Read labels ~ 7.1, 7.2, 7.3, 7.4, 7.5
1224 – Community Leadership and Economic Development	To establish a greater harmony between agriculture and the environment.	<ul style="list-style-type: none"> ~ To promote effective water quality strategies ~ To provide natural resource and environment education programming in limited resource communities. 	<ul style="list-style-type: none"> ~ Administer business grants ~ Provide knowledge and conduct pre and post test ~ Adopt learned practices ~ 7.1, 7.2, 7.3, 7.4, 7.5
1225 –Administration	To enhance economic opportunity and quality for Americans	<ul style="list-style-type: none"> ~ Increase collaborations and partnerships to increase research efforts addressing issues of poverty and economic development ~ Assist academic areas in developing new and innovative programming 	<ul style="list-style-type: none"> ~ Developed Impact Documents ~ Evaluate new program initiatives that are implemented to assess impact ~ Use one pagers/success stories ~ Publish final bulletin ~ 7.1, 7.2, 7.3, 7.4, 7.5

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

The strategic development process includes the entire staff in the 1890 Research and Extension Program. A representative group of senior leaders was selected to develop a strategic plan that focused on the Research and Extension area, in order that the 1890 plan could be reflected into the overall university strategic plan. A Plan of Work was implemented and integrated into the institution's individual functions of research, extension and higher education. A planning process was implemented using a team concept with stakeholder involvement, representation and cooperation in the planning process, both at the county and cluster levels. The results focused on a plan and utilization of appropriate resources where needed. With the implementation of the five-year Plan of Work, each year a new annual plan is updated.

The strategic objectives address the strategic challenges identified in the Executive Summary by identifying programs and funding solutions to resolve the issues. Using information gathered through program experts, stakeholder input, programs and research projects, 1890 Research and Extension is able to meet the goals, trends, issues and program needs of clientele. The strategic plan focused on each program area and delineated some of the strategic issue areas and critical problem areas under each program. A representative/agent from each targeted county area has contact with the senior leaders. The strategic objectives address the strategic challenges identified in the Organizational Profile by making sure that all programs and activities are matched to a specific required USDA national goal.

The senior leaders and agents/representatives develop and track action plans that address the key strategic objectives and goals of the plan of work. The staff and administration are provided access to all of the resources they need to fulfill their job responsibilities. The staff prepares requisitions for purchases needed to carry out the operation of their job. If resources are not available on the campus of South Carolina State University, contacts are made to seek and find whatever is needed in order to accomplish an end result. Resources are allocated to ensure the accomplishments of the 1890 Program action plans are followed through by preparing line item budgets and planning, in advance, programs and activities.

The strategic objectives, action plans and related performance measures are communicated and deployed by the staff and senior leaders. All staff members are aware of the Plan of Work Reporting System. The expectations of the employees were conveyed in relationship to completing the various performance goals. A copy of the Plan of Work was distributed to all personnel responsible for programming and implementing programs. USDA sends out a monthly newsletter updating the accountability director on information pertaining to the POW. The accountability director, in turn, relays the newsletter to senior leaders for distribution to their staff. The Office of Accountability keeps several copies of reports and publications on hand for distribution. Progress is measured on the agency's action plans through surveys, trainings, adoption of knowledge practices, etc. The 1890 Program evaluates and improves its strategic planning process by reviewing the progress made throughout the year. Data is collected and documented, then placed into an Annual Report for review by USDA. The staff is aware that strategic objectives, action plans and performance measures are required for the Plan of Work, especially when reporting time is due. The agency's strategic plan is made available to the public through the university's internet homepage. The university website address is www.scsu.edu. For information specifically pertaining to 1890 Research and Extension, the

website address is www.scsu1890.org. For more information concerning 1890 Research and Extension, visit the website. Also, individuals can access the NIFA website at www.usda.gov for information on the State Plan of Work for South Carolina.

Category 3 – Customer Focus

The customers for the 1890 Research and Extension Program are determined by law through legislation. The 1890 Research and Extension Program's market segment is mandated by the land-grant mission to serve the citizens of South Carolina, with a special emphasis on the underserved communities. The customer focus for 1890 Research and Extension is obtained through stakeholder input. The objective is to raise the educational consciousness and awareness of issues that impact the citizens of South Carolina concentrating on limited-resource persons in order to improve their quality of life.

To keep the listening and learning methods current with changing customer/business needs and expectations, successful efforts were made to work with Clemson University in developing one state stakeholder Advisory Council for 1890 and 1862 schools. Joint meetings were held with the 1862 Council to move toward one Advisory Council. The 1890 and 1862 Advisory Councils completed the merger in 2005-2006. With the merger, the stakeholder input process was enhanced to increase customer participation and program delivery. In August 2007, South Carolina State University hosted its first joint meeting of the Advisory Council, which was held on campus during the reporting period – a first for the Council. Concentrated efforts of developing on-going assessment tools such as reporting stakeholder and clientele feedback through weekly reporting on activities conducted in workshops and forums within cluster areas served to help determine which market segments 1890 Research and Extension would pursue to offer current and future educational programs, offerings and services. The Joint Advisory Council Meeting continues to be rotated between South Carolina State University and Clemson. Meetings are held twice a year (once in August and once in January).

The State Extension Advisory Council is made up of 52 members. Membership is for three years. As a member of the state council, roles and functions are much broader than service on a local committee. Members are kept fully informed on Extension programs through regular meetings and written materials submitted by the 1890 and 1862 directors. Members chosen for inclusion on the overall Council are not only leaders and innovators in their field, but community leaders as well. They are individuals deeply involved in their community and respected by their peers and by the community at-large.

Nomination for Council membership comes from local committees, from the advisory board itself and from at-large nominations. A request for at-large nominations is sent to the system by October of each year. The cooperative extension service directors issue an invitation to serve. Officers of the Council include a chairman, vice chairman, and secretary. Standing committees include: executive, program, budget and finance, and recognition. The Executive Committee consists of all officers and committee chairs. The Council elects the officers and the chairman appoints the committee chairs. The Council chairman serves as chair of the Executive

Committee. The council chairman appoints a Nominating Committee for report prior to the last regularly scheduled meeting each year. Officers are elected by majority membership present at voting. Terms of council membership, officers and committee appointments are by calendar year. A member of South Carolina State University's Advisory Team is serving his final term as the Advisory Board Chairperson.

In addition, the agency's listening and learning methods are kept current with changing customer/business needs and expectations by constantly keeping in touch with the program participants. The key customer access mechanisms are the news media, mobile technology center, word of mouth, email and agency contact (by telephone or office visits). The 1890 Research and Extension Program has an open door policy where customers feel welcomed to stop by the offices or approach individuals as they travel throughout the communities to voice their concerns, which drives the customer-centered approach. Customers have to feel that the people they are working with are approachable. Forums or group meetings are held to discuss issues and gain input. Staff members also attend various town/county meetings. Customers/Stakeholders participate in focus groups to acquire information about their quality of life as well as their community.

Customers/stakeholders satisfaction is measured by the number of persons that adopt or participate in the programs as well as the increase in program participation. The request for additional continuing education classes is a positive sign that the agency is doing something right and helps provide for continuous improvement. The 1890 Program measures customer/stakeholder satisfaction and dissatisfaction and uses the information to improve by listening to its people. The customers do not hesitate to inform the agency, verbally or in writing, when they are satisfied or dissatisfied with the outcome of services they receive or would like to receive. Also, data collection through surveys, evaluations, etc., is conducted to identify the customers' level of satisfaction/dissatisfaction with the programs/activities offered.

The information received from customers/stakeholders to keep services or programs relevant and provide for continuous improvement is used to enhance old programs/activities as well as develop new and innovative programs/activities. The data that is received from the constituents is very helpful toward the development of new services/programs. The agency is able to provide for continuous improvement when the funding is available and impact is made. Also, with the provided information, programs are expanded across the cluster areas as well as the state.

Positive relationships with customers and stakeholders are built over time by being truthful and honest with them, as well as being accessible when needed. When we are able to assist customers/stakeholders in accomplishing something they have attempted to do, it benefits them as well as the organization. Although different customer groups do not approach situations in the same manner, the issues are oftentimes similar, which may sometimes require modification of the programs or activities to fit the needs of the customer/stakeholder groups.

Category 4 – Measurement, Analysis and Knowledge Management

The 1890 Research and Extension Program follows the goals and objectives within the five year Plan of Work which governs the operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans.

The means by which the 1890 Research and Extension Program selects, collects, aligns and integrates data/information for analysis to provide effective support for decision making and innovation throughout the agency is to collect information from the stakeholders, program participants, collaborators, etc. Each program/activity has incorporated into its operation a measurement tool to analyze performance. The data is utilized in several ways in order to provide effective support for decision making. The data/information that is collected is analyzed and used to direct areas of programming, find strengths and weaknesses, as well as provide results of research studies, which are published in bulletins and disseminated across the nation. Decision makers are provided the data/information in order to prepare written documents such as reports, one-pagers, presentations, etc. The data/information serves as a source for decision makers to make valid decisions in extending or eliminating programs and services.

First and foremost, program evaluations are conducted on a continual basis as a key measure of performance. In Extension, surveys were conducted to assess identified program priorities and to evaluate the impact of the services and/or programs. The agents/researchers developed evaluations, surveys and questionnaires that were tailored to the targeted audiences and programs. A sign-in sheet or a personal data collection form is utilized for each program/activity. In Research, the key measures for collecting data/information are through qualitative as well as quantitative means. Data is collected through interviews (face-to-face, telephone, mail, etc.), laboratory experiments, second-hand data, etc., based on the research conducted and analyzed. Key measures are kept current with organizational service needs and directions by catering to the target audiences with which the agents are working (youth and/or adults). The surveys or data collection instruments are, also, age specific for the population with which the agents are working. Several programs offer standardized pre-tests and post-tests.

Key comparative data and information to support operational and strategic decision making and innovation is selected and used through secondary data (e.g., Census data to identify tracts of potential clientele to be served by the Extension agents and Geographic Information System (GIS) to illustrate where the small farm tracts are located). The management of accumulated organizational knowledge that is collected is secured by the division's Information Technology component. The data is stored on a dedicated server with tape back-up which is password protected. It is distributed and/or transferred through the assistant administrators for Research and Extension and then to the sectional leaders (county supervisors), who, in turn, share the information with agents.

To ensure data integrity, timeliness, accuracy, security and availability for decision making, agents/researchers conduct pre- and post-tests. Agents/Researchers request the services of the Information Technology (IT) division or Accountability Office to assist in the preparation of

evaluation methods. The IT Division is also responsible for securing and analyzing the data once it has been collected. Discussions continue to take place to develop and implement an electronic reporting system that mirrors the one used by USDA, which would provide statistical data in a matter of minutes.

Organizational performance review findings are translated into priorities for continuous improvement through impact of Research projects and Extension programs/activities. Research utilized both applied and basic research methods which focused on agricultural, human and rural economic development efforts. The analyses of the data sets are conducted by utilizing the appropriate statistical technique package(s). Analyses entail both non-parametric and inferential statistical analysis such as logic modeling and regressions. The findings from the research projects are published in a final bulletin. In many instances, brochures are produced and utilized by Extension personnel for distribution to their clientele in areas where there is a need to assist with program development. Some publications and/or manuscripts are submitted to peer-reviewed journals.

South Carolina State University's 1890 Evans-Allen Research began addressing the requirements of the AREERA Act of 1998 by developing and conducting a planning process using the following three basic principles:

- 1) Partnership is essential to the delivery of effective programming.
- 2) Proper planning and program delivery require information sharing, evaluation, and analysis of outcomes and results.
- 3) Stakeholder involvement is the key to program development, priority setting and effective programming.

The 1890 Research Program has a Peer Review System in place to analyze and critique all proposals that are submitted for funding. In order for a proposal to be accepted and forwarded for consideration for approval by the USDA/NIFA, the applying researcher (i.e., principal investigator) or team of researchers must complete the following:

A. Submission of Research Abstract/Pre-Proposal

A faculty member interested in submitting a research proposal for an 1890 Research Grant must first prepare and submit a completed abstract/pre-proposal to the Office of 1890 Research by the established deadline during the fall semester of a given academic year. The guidelines for completing an 1890 research abstract/pre-proposal are provided to the faculty member.

B. Review of Abstracts/Pre-Proposals

Once all research abstracts/pre-proposal have been received in the Office of 1890 Research by the established deadline, each will be reviewed by staff to determine if the project falls within the scope and objectives of the 1890 Research Program. Proposal abstracts will also be peer reviewed by a select panel of South Carolina State University faculty and staff, including: a

minimum of two reviewers from University faculty, two 1890 Research staff members, one 1890 Extension staff member and one Sponsored Programs staff member. The reviewers are selected from different disciplines in response to the nature of the proposals and the disciplines involved. Evaluation criteria for proposal abstracts are provided to the reviewer. Samples of the forms to be completed are provided to each reviewer.

C. Presentation of Select Abstracts/Pre-Proposals

Researchers whose abstracts/pre-proposals are approved via the initial peer review process will be required to conduct a 15 minute presentation of their proposed research to the panel of reviewers. Upon completion of this step in the grant proposal development process, each researcher will be contacted by 1890 Research staff with information concerning whether his/her abstract/pre-proposal has been approved for full proposal development.

D. Prepare Proposal According to Guidelines

A written proposal needs to address all criteria as stipulated in the Grant Application Guidelines required for 1890 Research funded projects. A detailed listing of the required sections, as well as information pertaining to what needs to be addressed in each section is provided.

E. Peer Review of Grant Proposals

After submitting a completed proposal to the Office of 1890 Research for submission to the USDA/NIFA, the proposal must be reviewed using the following procedure:

1. The proposal must be evaluated by a peer review panel consisting of University faculty as well as staff from both the Office of Sponsored Programs and the Office of 1890 Research.
2. Each reviewer must provide written appraisal and comments, which may be used in revising and improving the proposal. A copy of required forms to be completed is submitted to each reviewer.
3. The principal investigator must respond to all substantive review comments and provide to the Research Administrator copies of the reviews and responses to all substantive recommendations for revision. The principal investigator is responsible for incorporating suggestions made by all reviewers into the proposal, but must give reasons for any substantive suggestions not included or addressed. All final revisions to proposals must be submitted to the review panel for final recommendations for funds approval.
4. On a case-by-case basis, proposals may be evaluated by off-campus reviewers (i.e., land-grant institutions, 1890 or 1862), who will determine if additional review and/or substantive revision is necessary.

5. The Research Administrator is responsible for reviewing any revisions of the proposal and for approving its transmission to USDA/NIFA.

The panel's responsibility is to conduct reviews for the duration of the five year Plan of Work. They meet once per quarter to review programs and projects and determine if curriculums are appropriate to provide the desired educational experiences. The group's focus is on changes in social, economic or environmental conditions, or the development of/ or modifying a curriculum in order to obtain the desired outcome as prescribed in the Plan of Work. Such a panel has the support of the 1890 Research and Extension administrator and the university administration to provide service as a requirement of the AREERA Act of 1998.

The Plan of Work illustrates impact to stakeholders and the effectiveness of program management. The Plan of Work involves the continual cooperation between South Carolina State University and Clemson University, as both institutions continue to strengthen the collaboration in meeting the national goals within the research, education, and economic mission areas of the U.S. Department of Agriculture. The Plan of Work is an integrated plan within the functional areas of research, extension and higher education.

The 1890 Program collects, transfers, and maintains organizational and employee knowledge by producing newsletters, brochures, pamphlets, bulletins, etc. Reports are constantly submitted documenting the work performed. Statistical data is collected through monthly reports and kept on file. Participants and employees increase their knowledge through trainings and various other learning styles. The best practices are identified and shared by establishing memorandums of understanding, making presentations, having discussions and involving others in the work process. CDs and DVDs have also been developed, disseminated and archived for future reference. The 1890 website is also a good source of information for highlighting the programs and activities conducted by 1890 Research and Extension.

Category 5 – Workforce Focus

The 1890 Research and Extension Division organizes and measures work to enable employees to develop and utilize their full potential through a Plan of Work delivery system that revolves around five national goals. Employees have the opportunity to develop and implement ideas that will make their work exciting as well as productive. Office equipment continues to be updated. All equipment necessary to accomplish their job tasks was provided. Excuses as to why employees could not do their jobs were eliminated. All program-related persons were housed in the same office areas/buildings to promote cooperation and cohesiveness among staff members.

From working with various employees through the years, the administrator(s) are aware of certain employee strengths and weaknesses. On occasion, employees will request training or improvement in areas that they feel they are weakest. Within the past year, employees have participated in conferences, workshops, trainings and classes that would allow them the opportunity to increase their knowledge/skill base. Several employees have taken part in the Orangeburg Leadership Program as well as the State Leadership Program. The university constantly offers staff development and training programs. The Staff Development Liaison

solicits input from staff as to the kind of workshop/training the employee may need that is not necessarily represented in the series of trainings offered by Staff Development.

To achieve effective communication and knowledge/skill/best practice sharing across departments, jobs and locations, employees receive e-mails and other correspondences of information sharing to make persons aware of various activities/opportunities. Also, outlines and guidelines have been written and documented to provide information to faculty/staff. Occasionally, meetings are held with departments to inform faculty/staff information. For example, a quarterly community brochure is prepared and disseminated locally and across the state to inform individuals of available services offered in the targeted areas. Jobs are advertised on the website as well as through media relations for job locations in offices across the state. Emails are constantly sent out to employees about job postings.

Management recruits, hires, places and retains new employees by going through the procedures identified from Human Resources. Job advertisements are placed in various media sources. An interview process is conducted and individuals are hired. Barriers the organization may encounter are individuals not wanting to move to a small town, the pay is not enough or the individual may not meet the specified requirements. Other barriers are individuals not willing to travel in and out of state or not understanding the rules and regulations that govern the agency.

To assess the 1890 Program workforce capability and capacity needs, including skills, competencies and staffing levels employees have been evaluated based on the information included in their employee performance management form. Employees are assessed based on their job performance. Program teams have been developed based on areas of job performance. The teams meet on occasion to discuss areas of concern and conduct needs assessments.

The workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of the action plans by conducting mid-year evaluations, performing monitoring visits and staying in constant communication with the director and/or staff regarding issues that affect their areas. Recommendations for improvement are welcomed. Employee training plays a major role in the achievement of the agency's action plans. Training keeps the employee knowledgeable of the latest information. It provides insight into new and innovative ways of conducting agency business.

1890 Research and Extension addresses the development and learning system for leaders regarding the following: development of personal leadership attributes; development of organizational knowledge; ethical practices; core competencies, strategic challenges and accomplishment of action plans by first identifying individuals within the organization that may be considered a leader. Usually, tasks are assigned and individuals are given the opportunity to complete assignments in a timely manner. On occasion, individuals are given the chance to participate in meetings, represent the leadership on their behalf, serve on committees and take advantage of other opportunities that may be presented by the leadership to assist in personal leadership development. Development of organizational knowledge is gained through work

experience, reading, understanding and knowing the rules and regulations that govern the organization. Staying abreast of policies and procedures also allows leaders the development of organizational knowledge. The development and learning system for leaders pertaining to ethical practices are based on what is right or wrong. Individuals are made aware of information that governs their professional career. The Office of Human Resources and/or the University Counsel can assist with many legal questions or concerns that may arise when a leader is in doubt. Providing training for leaders is a means of addressing ethical issues, in order for the individual(s) to get the information and practice it. The core competencies, strategic challenges and accomplishment of action plans for the 1890 leaders are educating the underserved citizens of South Carolina, researching relevant and innovative issues and providing outreach services. The areas of greatest expertise include small farm assistance and outreach, youth development, adult leadership and community development, technological information, community education and family life skills. One of the most strategic challenges has been the cut in funding. By cutting funds, creative and innovative programming cannot be implemented or standard programs expanded. The action plans are developed in accordance with NIFA goals and priorities outlined in the Plan of Work. The ultimate 1890 Research and Extension development and learning system for leaders in regard to accomplishment of action plans is to provide life-long learning opportunities that help limited-resource clients improve their quality of life.

Key developmental and training needs are identified and addressed for the workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training by participation in various seminars, workshops and professional development. Requests are usually made about trainings that the employee or senior leader has heard about or received information. The effectiveness of the education and training are evaluated based on a written and/or verbal report that was received. Also, whether the employee is able to implement the education or training received. On-the-job use of the new knowledge and skills are encouraged by allowing the employee to demonstrate their knowledge by teaching/showing others, implementing programs/activities, etc. Also, essential and marginal job functions are included in the planning stage of the annual position description.

The 1890 Research and Extension Program encourages on-the-job use of new knowledge and skills. Employees are represented at various conferences, workshops, meetings, etc. where they bring back innovative ideas for creation and implementation. As a result, new programs and activities may be developed.

The university's employee performance management system (EPMS), including feedback to and from employees, supports high performance and contributes to the achievement of the agency's action plan by allowing the supervisors to give an employee an "exceed performance" rating on the annual performance appraisal. By receiving an "exceed" rating, the supervisor has to provide written justification as to what made the employee's job performance outstanding/exceptional. All employees are evaluated annually.

The effectiveness of the workforce and leader training and development system is conducted through the Office of Professional Development and Training and the Employee Performance Management System (EPMS). The EPMS evaluation consists of two stages (planning stage and evaluation stage). In the planning stage, the supervisor and employee discuss the job functions, objectives and performance characteristics from which the employee will be evaluated. The evaluation stage is completed prior to the review date. The form is to be completed by the employee's supervisor and the next higher supervisor, called the reviewer, before the appraisal is discussed with the employee. Throughout the year, the Office of Professional Development and Training sends out course listings for development and training.

The agency's employees are motivated to develop and utilize their full potential by providing educational opportunities, staff development and training as well as encouraging staff to write proposals and seek external funding. The administrators are encouraged to review their staff's position descriptions and conduct mid-year reviews. A three percent cost of living increase in salary was an added boost to morale for employees from the State of South Carolina legislators. It was a nice way to reward employees for their hard work and job performance. Another motivating factor is the Division Employee of the Year Award, which is selected each year from the Division of Economic Development and 1890 Program. The Division Employee of the Year receives a monetary gift and receives recognition at a luncheon. Also, the Division Employee of the Year competes with other Division Staff Employees of the Year for the title of University Staff Employee of the Year. If the employee is selected as the University Staff Employee of the Year, he/she will receive a monetary gift, a plaque, a reserved parking space for a year and ride on a float in the SC State University Homecoming Parade.

The formal and/or informal assessment methods and measures used to determine employee well being, satisfaction and motivation may be determined by the attendance rate, volunteer overtime without pay, job performance, volunteering for assignments and the years of experience staying with the agency. The low or high volume of complaints, if any, which may be brought against the organization, is also an indicator of an employee's job satisfaction. Wage increase is always a motivating factor for employees to perform their job duties. The time employees report to work is another factor in relationship to their job satisfaction. Other measures such as employee retention and grievances are used as a sign that something is going right or there may be a need to investigate.

The 1890 Program manages effective career progression and effective succession planning for the entire workforce throughout the organization by allowing employees to continue to obtain professional development and preparing themselves academically to move into key positions. Employees are encouraged to take on leadership positions and advance to higher employment positions.

The Office of 1890 Research and Extension maintains a safe and healthy work environment by reporting any maintenance issues to Facilities Management. Employees do not hesitate to report any condition they deem a hazard to employees' safety and well-being. A facilities work request can be completed online and an employee from Facilities Management will visit the 1890 Research and Extension Complex to handle the situation. The facilities are smoke-free within

the buildings and smoking containers are placed outside in various areas for smokers. A fire alarm system is in place throughout the Complex and fire extinguishers are located in the buildings. A workplace preparedness task force was developed to prepare policies and guidelines in emergency and disaster situations on the campus of SC State University. Periodically, fire drills are conducted throughout the University.

Category 6 - Process Management

South Carolina State University 1890 Research and Extension Program is the organization in South Carolina for unique educational programs and problem-solving techniques designed to assist diverse rural and urban limited-resource audiences. The 1890 Program is a leader in South Carolina for providing educational and outreach opportunities to urban and rural limited-resource communities by helping them to achieve social and economic success, and to facilitate and enhance their ability to improve quality of life with the most economically competitive and environmentally sound food and agricultural systems.

The 1890 Research and Extension Program implements educational programs which address critical issues and needs through:

- Current state of the art technologies for program delivery
- A diverse, proficient and visionary staff
- An accessible information system
- Sufficient human and financial resources to support program implementation
- An effective combined Research and Extension unit which proactively addresses critical issues of limited-resource audiences.

The organization is guided by federal mandates, state rules and regulations and university policies. In addition, the program planning process is implemented at the community level to ensure participation of customers/stakeholders in the decision making process. The organization has embraced challenges and opportunities through focused community programming on high priority issues facing the targeted audiences (limited-resource families) as their needs continue to grow in complexity. Through both internal and external assessments farmers, families, youth and staff have participated in the overall program implementation directions.

The 1890 Research and Extension Program continues to rely on the following beliefs and values:

- Ensures that services, programs and resources are provided without bias or discrimination.
- Provides useful, research-based educational programs that respond to the changing needs of partners and clients.
- Utilizes clientele advisory committees to set program priorities, allocate resources, and evaluate program outcomes.
- Values the dignity and worth of employees and customers, as partners in the fulfillment of its mission.
- Encourages imaginative, original, and inventive analysis in the creation and delivery of educational programs.

- Is committed to providing opportunities for both personal and professional achievement.
- Values and supports diversity and pluralism in employment and implements programs to meet the needs of diverse audiences.
- Targets research and educational resources to address the changing needs of partners and customers.
- Is committed to transferring knowledge, technology and skills to customers, enabling them to set their own priorities and to make informed decisions about issues so that they have control and sustained economic well-being.

The 1890 Research and Extension Program determines the resources it needs to meet current and projected budget and financial obligations based on the five-year Plan of Work.

Category 7 – Results

(7.1) The 1890 Research and Extension performance levels and trends for the key measures of mission accomplishment/product and service performance that are important to the targeted audience is exemplified by the success stories and impact statements of the programs/activities as well as research bulletins that document the findings of years of study. The agricultural numbers illustrated an increase over last year for the services provided. The Small Farm Assistance and Outreach Program had direct contact with 3340 individuals. The agents conducted 213 workshops/trainings on estate planning, land-use, alternative farm enterprises, risk education, etc. A total of 2905 attendees completed workshops/trainings. One thousand nine hundred sixty-six participants reported gaining knowledge from the services provided. Of the participants served, 222 reported a profit gain. Technical assistance was provided to eight Small Farm Co-Operatives. In order to expose participants to emerging ideas and opportunities in agriculture, four on-farm demonstrations were held. After review of the surveys/evaluations, small farm agents were able to partner with other agencies and entities to address the issues identified by past participants. As a result, a dramatic increase in the number of workshops was offered and attended by the small farm community. 1890 Extension agents, in collaboration with their small farmers, held an “Eat Fresh Farmers Market” on the campus of SC State University. Vegetables, fruits, etc., were displayed and available for purchase. The “Eat Fresh Market” has become an annual event because of its success of selling quality products and purchasing fresh fruits and vegetables.

The 1890 Extension agents will continue to monitor and follow-up on workshops/trainings that would be beneficial to the farmers and other participants involved in the program. Farmers will continue to be introduced to the latest techniques in the farming industry designed to increase their farming income potential. The results will also assist in providing and substantiating program impact. The agricultural plan of work was shared with the State Director for the Small Farm Program and the team to use as a planning guide for programming, delivery and assessment.

Small farmers and agriculture producers in the South Carolina Low Country are looking for ways to reduce production costs of small scale operations. High costs of fertilizers and chemicals are devastating to producers during the present economic down time. Production practices, which reduces proper inputs because of cost factors, contributes to low quality, unmarketable and/or failed crops. Producers need to learn about sustainable agriculture practices to maintain operations. The Sustainable Agriculture Project was successful in demonstrating soil fertility practices to include soil sampling and analysis, pest control limiting chemical applications and providing for increased production, quality and marketability of vegetable crops. As a result of Sustainable Agriculture Practice Training Sessions/Activities, forty-five percent (45%) of active participants gained knowledge, adopted practices and applied information to their operations. Twenty percent (20%) of participants expanded operations and improved marketing activities.

Local vegetable producers were interested in producing a high quality product with the least amount of off-farm input and higher rates of profit. Farmers, producers and community members were interested in using fewer chemicals on the vegetable products and eating healthier. Therefore, soil fertility, crop cultivation methods, marketing strategies and recordkeeping workshops were held on two different certified organic farms in the Williamsburg Cluster. As a result, 100% of the participants had taken up-to-date soil samples and began to implement the recommendations from the soil test. Increased support among community farmers to expand networking capability has been addressed. Vegetable production workshops were held to increase networking among farmers. One hundred percent (100%) of the participants walked their fields to identify beneficial insects that promote healthy growth in plants. They were also able to identify disease of the roots in its early stages.

In response to how 1890 Program results compare to those of comparable organizations; the Research and Extension Program is one of the leaders in the programs and services offered. The programs/activities delivered across the State of South Carolina can be matched with professionalism, service, as well as participation. Several staff members served on national Extension committees, enhancing the agency's ability to share ideas and resources across the land grant system. The South Carolina State University 1890 Extension Community Education Director received the highest honor awarded to employees in the 1890 Land Grant System, which is made up of 18 different institutions, for Youth Development. Three times a year, the 1890 Community Education Brochure is prepared and disseminated across the State to make constituents aware of the various classes offered and provide information on the 1890 Program. Various program/activity reports are submitted weekly as well as monthly. In order to determine program effectiveness and feasibility, the 1890 Research and Extension Program continues to standardize curriculums across the Extension system.

(7.2) The performance levels and trends for the key measures of customer satisfaction are very high within the 1890 Research and Extension Program. Customer satisfaction is exemplified as we see the customers' roles increasing at meeting sites or more participants inquiring about the various services offered by the 1890 Program. Customer satisfaction is a very important factor to the organization. The performance levels and trends for the key measures of customer satisfaction rank high on the 1890 Research and Extension priority list. If the customers are not

pleased with the programs/services rendered, the organization is not fulfilling its mission to assist its constituents. We believe that we are doing the job right when customers call or stop by the office to request services they have heard about or participated in. Regardless of where the customer may see an employee (grocery store, office, etc.), they may inquire about the offered programs/services. The community education brochure continues to be an added bonus for program/activity success with customers. The brochure allowed the customers to review programs/activities offered by the 1890 Program and decide if the programs/activities would benefit them or not. Each community education class has an evaluation component (surveys, pre-test/post-test, etc.) built into the programs/activities being taught. Because of the popularity of some courses, a waiting list of individuals is compiled. There are also some participants who repeat the classes to get more experience or refresh their memory.

In regard to customer satisfaction, producers and community members were concerned about healthy animal production on the small farms. Producers and community members also had questions about herd health management, breeding, pasture management, animal sales and making a better profit. In an effort to assist the community with improving the overall quality of the meat production within the farming community, the Williamsburg Cluster staff, in collaboration with the People's Farmers Cooperative, held a workshop addressing herd health management and best farming practices. As a result of the workshop, 59% of the participating members have planned to put in place the knowledge and skills gained from the workshop. Of the identified percentage total, 15% have scheduled de-worming and rotational grazing as well as used a higher quality of grazing pasture.

Another illustration of key measures of customer satisfaction was demonstrated in the Expanded Food Nutrition Education Program (EFNEP) Program. Youth and families with young children were taught how to develop healthy eating and lifestyle practices. 1890 Extension implemented an eight-series program for youth and adults on the importance of eating healthy and being active daily for sixty minutes. Seventy-four percent of the participants stated they learned a new concept and was thankful for the information. Sixty-one percent of the participants planned to implement some activities and ideas in their daily lives.

In addition to the customer satisfaction examples, SC State University has a Quality Assurance Program that monitors and evaluates the treatment of the public as well as the employees. The charge of the Quality Assurance Program is to implement strategies to improve customer service and to enhance the image of the university. Assessing customer service, analyzing customer service delivery on campus and developing training and promotional strategies to improve customer service delivery by faculty and staff are just a few of the ways the program insures excellent service at SC State University. Customer service tips are emailed to faculty and staff once a week. The tips are also placed on the University's website for review.

Throughout the year, workshops on financial management, family budgeting savings and investment, financial literacy, food and nutrition, food handling, food preparation, farm demonstrations, etc. were held. Three specific projects (Rock & Read; Fun, Food & Fitness and ServSafe) were conducted at several sites throughout the State. The surveys/evaluations were

used to determine the needs of the local community participants, which resulted in an increase of program offerings and participation. To further improve the program delivery in food safety and nutrition, 1890 plans to partner with other state and private entities to maximize the availability of certified individuals in Food and Nutritional Sciences. The results also assisted in providing and substantiating program impact and success stories. The food safety and nutrition plan was shared with the State Coordinator for 4-H/Youth Development and Family Life and the team to use as a planning guide for programming, delivery and assessment.

The feedback from the trainers and participants was used to design the next set of trainings for the coming year. The information gathered was used by some staff and faculty members as baseline data required for proposal submissions. The pre- and post-test results, as well as other pertinent information about the programs was used in the impact documents as well as the legislative proposals submitted to the various founders and stakeholders of 1890 Research and Extension. In comparison to comparable organizations, the results of the 1890 Program are outstanding. The research and outreach work are ranked in the top five. The level of service provided to the clientele is impeccable. The staff will go the extra mile to make sure their clients are satisfied with the programs/activities and service.

(7.3) In regard to performance levels for the key measures of financial performance, including measures of cost containment, as appropriate, the 1890 Research and Extension Program receives federal formula funds each year. The Farm Security and Rural Investment Act of 2002 (H. R. 2646) requires a match percentage annually. Since 2007, the mandated matching requirement has been 100 percent. If we do not receive the required annual State PSA match as stipulated in the Farm Security and Rural Investment Act of 2002 (H. R. 2646), we will lose 50 percent of the federal match requirement, which would have a devastating effect on programs/activities.

A total of 1230 workshops/trainings were conducted with youth on sound money management skills, financial planning, citizenship, Science, Engineering and Technology (SET) and entrepreneurship across the state. As a national experiment, the 1890 Extension Program, along with the 4-H Council, developed and implemented the National 4-H Science Day activity in South Carolina. The annual event encourages youth to become interested in science and future science careers as well as reclaim the nation's position of leadership in scientific exploration. As a result of the program, 88% of the 1325 participants surveyed stated they learned a new scientific concept, while 46% were more interested in science and 25% would like to work in a science related field.

Adults (47) and youth (838) who were interested in being safe while using the internet took part in a Cyber Safety 101 Project. Cyber Safety 101 benefited K5 – 12th grade students and adults of all backgrounds and levels of computer literacy through the use of technology, instructional aides and evaluations. As a result of the facilitation of the Cyber Safety 101 Project, 88.8% of the post-test respondents answered they would never meet any of their internet friends in person and 87.3% stated they would never post or give out any personal information over the internet. In keeping with the technological age, adult participants learned how to log into an established

email account and navigate the platform of their account in a “What’s Your Email Address?” class.

(7.4) The performance levels and trends for the 1890 Program key measures of workforce engagement, workforce satisfaction, the development of its workforce, including leaders, workforce retention, workforce climate including workplace health, safety and security are centered around the employees and the clientele the program serves. The employees approach their work from a team approach where appropriate. The workforce satisfaction is received when a proposal is accepted for funding or a project has been completed and the clientele are satisfied with the services received. In terms of workforce retention, employees usually remain with the 1890 Program for years. There is not a rapid turnover of employees within 1890 Research and Extension, once the individual becomes employed. The workforce is conducive for healthy relationships and work environment. Safety precautions are implemented throughout the program. Security measures are in place to make sure the work environment is not hazardous to the employees or the people served. On occasion, there are drills for safety prevention. For the employees’ safety, the fire marshal, on occasion, visits the campus building inspecting and administering safety advice.

The 1890 Extension Program made contact with over 16,915 people, during the reporting period. In the area of Community Leadership and Economic Development, the Northeastern Corridor of Orangeburg Community Development Corporation (NCOCDC) sponsored their Small Business Development Series. The U.S. Department of Housing and Urban Development made funding available to provide training, technical assistance and grants to minority small businesses that could result in business expansion, increase revenues and economic development in Orangeburg County. As a result of the experience, 15 small businesses participated in the small business development education series. Each participant developed their own business plan and received a \$10,000 grant to expand their businesses.

The 1890 Program enhanced its partnership with the School of Business and the Small Business Development Center to design a more comprehensive small business assistance model. The mobile technology center traveled across the State delivering outreach services. As a result of the staffing plan of the 1890 mobile technology center, the number of participants and communities served by the mobile technology center increased.

(7.5) The performance levels and trends for the key measures of organizational effectiveness/operational efficiency and work system performance (including measures related to the following: product, service and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance and results related to emergency drills or exercises) are governed by the Office of Human Resources at South Carolina State University. The Employee Performance Management System (EPMS) is used to evaluate employees once a year at the university. A planning stage is also agreed upon between the employee and supervisor. The key measure of employee satisfaction, involvement and development is illustrated when employees come to work on time and are enthusiastic about doing the tasks before them. They become engrossed in their work and time is not a factor. The

employee does not concern himself/herself about the rewards of the assignment, but does it anyway. Retention is not an issue. A satisfied employee remains loyal and dedicated to the organization through the years.

The 2012 Plan of Work Accomplishments and Results Report and the 2014-2018 Plan of Work Review Update were submitted on April 1, 2013. Notification was received on June 03, 2013 the Plan of Work Review Update had been approved for another fiscal year. A new USDA Liaison Officer was appointed to South Carolina to review the 2012 Joint Accomplishment Report. After reviewing the submitted report, three statements were referenced and an explanation requested. Once the statements were addressed and the document re-submitted, the Plan of Work Accomplishments and Results Report was approved on July 23, 2013.

During the reporting period, eight 1890 Research faculty published 12 articles and twelve faculty conducted a total of 45 presentations at professional conferences and meetings, with 12 of the presentations being conducted by student researchers. Extension designed and implemented several programs/activities across the State. The Research and Extension Program focus areas included: sustainable agriculture, food safety and wellness, global food and nutrition, community leadership, economic development, technology and data management, childhood obesity as well as youth and family development.

(7.6) The performance levels and trends for the key measures of regulatory/legal compliance and community support is emphasized through the 1890 outreach services to communities that continue to be at the forefront of 1890 Research and Extension. The Plan of Work will be utilized as the guiding instrument to make sure 1890 Research and Extension comply with all rules, regulations and reporting systems. Staff is encouraged to continue to seek professional training and development in their areas of expertise. The administrator(s) for the 1890 Program will continue to seek better facility office space for county staff to engage and enhance their programming.

Moreover, the 1890 Program will continue to pursue external funding to supplement programmatic areas as well as develop a marketing strategy for the family life unit. Mentor/Internship/Volunteer programs for students will be on-going. External and internal collaborations/partnerships, especially with SC State University's faculty and 1890 Researchers, will be sustained and further developed.

The 1890 Facilities Grant Funds requests continue to be submitted and approval sought to revitalize Camp Harry E. Daniels and renovate the 1890 Extension Annex. The Camp Daniels facility will include community leadership training, residential facilities, nutrition/health activities, the establishment of an 1890 research farm demonstration laboratory, etc. The Extension Annex will be renovated to house administration and program staff. The building will be equipped with modern up-to-date equipment and amenities. The increased utilization of paraprofessional support staff in the counties will reduce some of the programming responsibilities of county directors and provide a method of shared governance between 1890 and the communities served by the organization. All of the aforementioned projections will be delivered in accordance to the Plan of Work delivery system.

The programmatic delivery of 1890 Research and Extension activities was provided according to the five national goals defined by NIFA. Increased efforts were provided to incorporate the priority areas into the mainstream of programs and activities. The agency continued to solicit stakeholder input from around the State. The Joint Extension Advisory Council Meetings continue to be rotated between the two universities (SC State University and Clemson). Of the forty-two seats on the Advisory Board, eight of the seats belong to the South Carolina State University 1890 Program. The 2012 Joint Plan of Work Report was submitted for another successful year. The one year Plan of Work Update (FY 2014 - 2018) was also submitted and approved.