New initiatives in home economics research, extension, and higher education are proposed in order to influence national goals for family well-being measurably within five to ten years. The proposals are for work to be conducted cooperatively by the U.S. Department of Agriculture, the land-grant colleges and universities, cooperative extension services, and other cooperating institutions with programs in the food and agricultural sciences. Proposed initiatives with specific focus groups are organized under four thrusts: family economic stability and security, energy and environment; food, nutrition, and health; and family strengths and social environment. An implementation plan was developed for each initiative, with suggested performers, integration of research, extension, and higher education activities, and two-, five-, and ten-year targets for the proposed plan. The plan rests on three premises: home economics, human nutrition, and family living form an integral part of food and agriculture; priority needs of the clientele are known; and federal leadership and support are vital to a strong research and education program. The program purpose of each new initiative and the proposed clientele are based on analysis and recommendations of earlier studies and the assessment and review by users, scientists, educators, and administrators. Background information for each thrust is presented, which includes: present national situation, assumptions on which proposed initiatives were based, and implications for new program initiatives. Current programs related to proposed initiatives are described, and the process of developing the new initiatives is outlined.
A Comprehensive National Plan for New Initiatives in Home Economics Research, Extension, and Higher Education
PREFACE

A vital national concern is for families to care for their members, promote individual growth and development, and meet their needs for food, housing, fuel, and other requirements essential for health and safety. The diversity both of families and of their value systems requires a similar diversity of methods for content and delivery of educational programs.

Our purpose is to propose new, national initiatives in research, extension, and higher education to help families handle major problems facing them today. The proposals are for work to be conducted cooperatively by the U.S. Department of Agriculture, the land-grant colleges and universities, cooperative extension services, and other cooperating institutions with programs in the food and agricultural sciences. The proposals specify new or expanded home economics activity that will influence national goals for family well-being measurably within 5-10 years.
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RECOMMENDATIONS

The Congress, in the National Agricultural Research, Extension, and Teaching Policy Act of 1977 called for new Federal initiatives to improve and expand research and extension programs in home economics, human nutrition, and family living. In 1979, acting on advice and discussion from the Experiment Station Committee on Organization & Policy and Extension Committee on Organization & Policy Subcommittees on Home Economics, the Home Economics Commission of the National Association of State Universities and Land-Grant Colleges, the Joint Council on Food and Agricultural Sciences and the National Agricultural Research and Extension Users Advisory Board, USDA's Science and Education Administration (SEA) established a national steering committee, with representatives from the land-grant colleges and universities, other institutions, a professional society, and a user organization. The Steering Committee, after reviewing earlier reports, recommendations, and issues, designed and launched a process for identifying a few high-priority initiatives needing concerted effort in research, extension, and higher education. The Committee sponsored four regional meetings, and obtained assessments, through discussion or by mail, from about 400 users, professional persons, and administrators.

Proposed initiatives with specific focus groups were organized under four thrusts: family economic stability and security; energy and environment; food, nutrition, and health; and family strengths and social environment. An implementation plan was developed for each initiative, with suggested performers, integration of research, extension, and higher education activities, and 2-, 5-, and 10-year targets for the proposed plan.
The national Steering Committee recommends:

1. That SEA affirm national interest in serving families and consumers and in strengthening the impact and effectiveness of agricultural research and extension by maintaining a viable home economics program at Federal, State, and local levels.

2. That the New Initiatives proposed in this report be implemented in the order suggested in Section IV.

3. That the proposed New Initiatives be incorporated into SEA budget formulation processes and policymaking; specifically,
   a. That SEA make an FY 1981 commitment to implement the highest priority initiatives.
   b. That SEA begin the preliminary phase of implementing these initiatives (such as project planning with involvement of cooperators).
   c. That administrators make a concerted effort to direct funds toward these initiatives in FY 1982.
   d. That SEA managers specify the New Initiatives as an area of emphasis in SEA budget proposals for FY 1983.

4. That the Secretary of Agriculture establish an Advisory Committee for Research, Extension, and Higher Education in Home Economics to consist of representatives of organizations and sectors that took leadership in the development of the proposed New Initiatives (see appendix D and E).

5. That SEA staff and the Advisory Committee maintain continuing interaction with:
   a. The Joint Council on Food and Agricultural Sciences and its Planning and Coordinating Committee,
   b. The National Agricultural Research and Extension Users Advisory Board, and
   c. Appropriate professional associations and user groups, such as those mentioned in appendix E.
New Initiatives—a plan for strengthened national effort in home economics—provides a framework for directing program effort to high-priority problems. It focuses on population groups most in need of service, and presents recommendations on strengthening organizational arrangements to improve coordination, cooperation, and integration of activity among research, extension, and higher education functions.

This plan rests on three premises:

1. Home economics, human nutrition, and family living form an integral part of food and agriculture. Families have a major impact on agriculture through their consumption and household production practices, their provision of human capital, and their contribution to preserving the quality of the natural environment. The agricultural sector, in turn, has a major impact on family well-being. Home economics programs in research and extension apply and integrate scientific findings from food and agricultural sciences in a manner that helps families with the tasks of everyday living. Recognition of the importance of this relationship between everyday tasks of families and agriculture dates back to the 1862 act (5 U.S.C. 511) that established the U.S. Department of Agriculture (USDA): "The general design and duties of which shall be to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture in the most general and comprehensive sense of that word...". The USDA mandate for research in home economics to serve this clientele was stated specifically in the Agricultural Appropriations Act of 1915-16, and for extension work in the Smith-Lever Act of 1914. The charge was reaffirmed and further delineated in subsequent acts.

The Congress, in the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (Title XIV, Public Law 95-113), called for new Federal initiatives to improve and expand the research and extension programs in home economics. Title XIV specifies that the term "agricultural research" means research in food and agricultural sciences, which, in turn, means "sciences relating to food and agriculture in the broadest sense, including the social, economic, and political considerations... of human and family life...". These congressional actions reflect an enduring public belief that production agriculture must be responsive to human issues, and that, to insure this, the complete chain, from production through household use, must be the object of research and education.

2. Priority needs of the clientele are known. The most urgent national problems needing research and extension effort have been identified in recent national studies and reports. The proposed New Initiatives reflect: (a) the findings and recommendations of these studies (5,37); (b) areas of emphasis recommended by a committee of The Joint Council on Food and Agricultural Sciences (19); (c) priorities recommended in the October 1979 Report of the National Agricultural Research and Extension Users Advisory Board (31); and, (d) the identification (through a nationwide assessment of users, scientists, educators, and administrators) of...
problems most appropriate for implementation by SEA and its cooperators. Many of the priorities selected for New Initiatives were among recommendations of the 1980 White House Conference on Families (67).

3. Federal leadership and support are vital to a strong research and education program. Problems of families in the eighties will require increased effort and concerted action. The problems are serious; many are national in scope. Further, budgetary and other resources, under pressure of many other priorities, will need to be used as efficiently as possible through better coordination and cooperation and more efficient focusing of program effort.

In the earlier decades of this century, USDA-supported research and extension programs in home economics, human nutrition, and family living made major contributions to the well-being of families. Examples include labor-saving kitchens, safe methods of home food preservation, standard budgets for families, guidance on financial planning, methods of work simplification, information on the value of household work, and advice on child care and nurturing. These contributions were fully exploited in the fifties and sixties, when families were able and eager to improve their level of living. During those years, industry became extensively involved in consumer research and education, capitalizing on and extrapolating from Federal- and State-supported efforts. Cooperative Extension programs in home economics and family living continued to expand in response to popular demand, but the research base for those programs was not expanded and updated in like degree. Federal support for home economics research declined in real terms, and some parts of the Federal program were phased out because the need was less apparent than in earlier decades.

New or intensified problems are inherent in the social, economic, environmental and health trends of the seventies and predictions for the eighties. Nationally, there is an awareness of the need to strengthen families to help solve these problems (67).

The strengthening of and commitment to a strong, human resources-oriented program within agriculture, that includes both a Federal component to serve as the focal point for national concerns and also a network that involves each State and reaches families in every county, will provide the most efficient method of meeting the historic commitment of the food and agricultural system to families.
SECTION II
NEW INITIATIVES

The program purpose of each New Initiative and the proposed clientele (focus group in the population) described below are based on analysis and recommendations of earlier studies and the assessment and review by users, scientists, educators, and administrators (described in Section III: "Development of the New Initiatives").

Background information for each thrust is presented, which includes: present national situation, assumptions on which proposed initiatives were based, and implications for new program initiatives. Current programs related to proposed initiatives are described in appendix B.

PURPOSE

THRU/ST 1: FAMILY ECONOMIC STABILITY AND SECURITY

Events of the-seventies reintroduced many American families to the concepts of economic scarcity and uncertainty. While the overall predictions for the eighties are mixed, families will likely continue to face increasing demands on their resources and increasingly complex economic decisions. To assure that families can maintain or improve their economic well-being during economic stress and change, we need programs that enhance family and consumer ability to cope with inflation, income instability, and other economic stresses, and to participate in group actions that can effect economic changes. Specifically, programs are needed to develop and extend essential information:

A. about the effect that family resource management decisions made early in the family life cycle (such as, savings, credit, housing, durable goods) have on the family's future economic situation.

Focus group: Families in the early stages of the life cycle.

B. about optimizing the family's real income through home provided goods and services, home-based enterprises, and paid employment.

Focus groups: Persons with limited income and/or employment opportunities, such as the elderly or those in isolated areas, with young children, or on small farms.

3/ A supplemental document entitled "Statistical Overview of Selected Focus Groups" provides additional data (available on request from the Group Leader, Family and Consumers, Program Planning Staff, USDA, Room 9, Building 005, BARC-W, Beltsville, MD 20705).
C...to assess the benefits and costs of regulations, market conditions, and policy actions that directly affect economic choices and well-being of families.

Focus group: Families as consumers.

D...to enable individuals to handle their economic responsibilities for management of real property, especially during periods of family transition.

Focus group: Rural families.

Curricula and training programs are needed:

E...to insure an adequate supply of qualified research, teaching and public education personnel.

Focus group: Colleges and universities offering advanced degree programs in family and consumer economics and management.

THRUST 2: ENERGY AND ENVIRONMENT

New Initiatives are needed to develop and communicate research-based information to assist families in making decisions concerning their use of fossil fuel, energy, water, and other nonrenewable and renewable resources. They are also needed for development of sound public policies based on accurate, comprehensive data on families' use of these resources. Specifically, programs are needed to develop and extend essential information:

A...on eliminating household practices that are inefficient and wasteful of resources and developing, demonstrating, and providing comparative data on alternatives that are resource-conserving and on the impact of those alternatives on quality of life.

Focus group: Families making decisions on housing, transportation, recreation, and those practices with greatest potential for resource conservation.

B...on resource consumption by types of families (for example, the elderly) in their everyday living.

Focus group: Agencies engaged in national and regional evaluation, forecasting, and planning.

C...on implications of alternative resource management policies with respect to the home environment, including tradeoffs with family nutrition and health, home safety and sanitation, family economic and social well-being, and other aspects of family functioning.

Focus group: Agencies developing resource policies that have an impact on families.
D. about housing choices
(structure and location) that
are resource-efficient, yet
consider the functioning of
the family with respect to
employment, to the community,
and sources of essential goods
and services.

Focus group: Families who are
forced to move or whose
housing requirements are
changing.

E. on managing expenses resulting
from rising energy prices in a
manner that safeguards family
nutrition and health, home
safety and sanitation, and
long-term economic security.

Focus group: Affected
families.

F. on coping with emergency
situations caused by energy or
water shortages, or other
interruptions to supply.

Focus group: Families.

G. on program delivery modes that
require less transportation
than other modes for clientele
or for program professional
staff.

Focus group: Extension
personnel.

Curricula and training programs are
needed:

H. to ensure an adequate supply
of qualified research,
teaching, and public education
personnel.

Focus group: College and
universities offering home
economics programs.

THRU3: FOOD, NUTRITION, AND HEALTH

Programs of research, extension, and
higher education are needed which
encompass or are based on:

A. research which facilitates
adaptation and use of dietary
standards and recommendations
(such as, the RDA's 4/ and
the Dietary Guidelines for
Americans) to needs and
problems of families and
individuals, taking into
account household practices,
resource limitations, and
stage in family life cycle.

Focus group: Families as
consumers.

B. multidisciplinary nutrition
and education programs which
emphasize nutrition's role in
health promotion including:

1) information to make
informed food choices

2) diet factors related to
health risks

3) ways to improve nutritional
quality of food

4/ Abbreviations are explained in
appendix F.
Focus groups: Teachers and students in kindergarten through 12th grade, other educators, food industry executives. Families with special needs (single-parent families, multi-earner families, elderly, and single-person households).

G. Home food preparation methods that reflect dietary guidance, conserve nutritional quality, are economical and energy efficient, and are acceptable to given ethnic and cultural groups.

Focus groups: Ethnic and cultural minorities.

D. Development of new knowledge and tested recommendations regarding food safety—recommended handling in household, recognition of hazards.

Focus groups: Preparers of food in the household.

E. Initiation, strengthening, and coordination of existing information and referral services in communities regarding food and nutrition programs available to families.

Focus group: Urban residents.

F. Supplemental education, advanced-degree programs, training grants, graduate assistant stipends, and research funding, designed to produce sufficient numbers of competent persons for research, education, and policy making in household food management, food science, food economics, nutrition science and education, community nutrition, and dietetics.

Focus group: Academic community.

G. Networks to provide nutrition education, including extension, health care providers, higher education, research.

Focus group: Concerned professionals.

THrust 4: FAMILY STRENGTHS AND SOCIAL ENVIRONMENT

Increased effort in research will provide the information base for the program initiatives that follow. For maximum impact on family social well-being, an integrative approach is required, one that focuses on the interaction of key factors under all four thrusts. Programs are needed to develop and extend essential information:

A. On parenting skills that promote the optimum development of children.

Focus groups: Child care providers, single parents, teenaged parents.

B. On how families can identify and manage the stress associated with changing social and economic conditions (for example, inflation, employment outlook), changes in family structure (for
example, divorce, widowhood, retirement), and other critical life events (moving, job change, unemployment).

Focus group: Affected families.

C... the nature, extent, and contribution to family well-being of support systems (community or multigenerational family) that enable families to plan for and adjust to changes through the life cycle.

Focus group: Multigenerational households, geographically mobile families, transient families.

D. The impact of communities, institutions, and services on the functioning and well-being of families.

Focus group: Community and rural development planners.

BACKGROUND

In this section are described the national situation regarding families, some basic assumptions about the nature situation, and implications of the current and assumed situations for program needs.

Thrust 1: Family Economic Stability and Security

Situation

After more than two decades of rapid growth in real incomes, the United States is in an inflationary period in which growth in real incomes of households has slowed down. From 1960 to 1970, real income of families (purchasing power) increased at an average annual rate of 3 percent; from 1970 to 1978, the annual rate of increase was only 0.8 percent (53). Also, during 1970-78, when growth in purchasing power was low, median income of families in current dollars nearly doubled ($17,640, compared with $9,870). This gain moved families into higher income tax brackets and increased their mandatory social security contributions.

The hardships caused by inflation have been more severe for those without substantial real assets, such as young families, and for those living on relatively fixed incomes, such as many elderly individuals and families.

Inflation is predicted to continue in the eighties.

Income stability, as well as purchasing power, is a problem for many families. While the rate of unemployment had declined over several years to 5.8 percent in December 1979, certain population groups continued to have higher rates, such as the 10.5 percent for females heading households with children (17). The rate of unemployment may reach 7.5 percent in 1981 (63);
thus, these, women as well as other segments of the population, face a major threat to their economic stability.

Death, divorce, and other forms of family breakup affect family income stability. The divorce rate, 9.2 per 1,000 married women in 1960, increased to 22.0 in 1978 (52). The concerns for and growth of programs addressed to displaced homemakers testified to the seriousness of the problem of economic stability for women who have spent many years working at home to raise families and suddenly lose their previous means of support. There were more than 4 million displaced homemakers in the United States in 1979 (28). These persons frequently do not show up in unemployment statistics because they become discouraged and leave the job market.

To expand their level of real income and provide income stability, families have increasingly come to have two earners. In 1970, 41 percent of all wives were in the labor force, compared with 49 percent in 1979. The number of employed wives with children under 6 years increased even more, from 30 to 43 percent between 1970 and 1979 (32,60). While wives do work for personal satisfaction, the majority enter the labor force out of economic necessity (65). However, an option to add another wage earner is not available to families such as single-parent families, which increased in number from 1 of every 9 families with children under 18 in 1970 to 1 of every 5 in 1978.

In addition to the level and stability of income, the economic well-being of families depends on a third factor: income management skills. Families are increasingly challenged by a complex environment in which to make economic decisions. The array of consumer products from which to choose has expanded, consumers receive often conflicting information, and consumers’ awareness of the interrelatedness of their economic decisions is increasing. Similarly, in the broader economic system, the loss of control over the supply of fossil fuel, disagreement concerning the value of many technologies, increasing interdependence of the political economic, and technological systems, and the proliferation of regulations have influenced not only the setting in which families make economic decisions, but also their perception of the efficacy of those decisions.

An effect of inflation and anxiety about income stability has been reduced confidence in personal economic progress and general economic stability. The Index of Consumer Sentiment reported by the Institute for Social Research at the University of Michigan dropped to 52.8 in April 1980, down 13 points from a year earlier. Over half the families surveyed in April 1980 indicated that their personal financial situation had worsened (15).

Basic Assumptions

- Continuation of the trend toward higher prices, and increasing income and social security taxes.
- Continuation of government efforts to slow the rate of price increases.

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5/ Women become displaced homemakers through divorce, separation, death or disability of a spouse, or through termination of public assistance, which allowed them to remain at home until their children reached 18 years of age.
More instances of scarcity of nonrenewable resources in the eighties than in the past decade.

Continuation, but slowing, of the trend for wives to enter the paid labor force.

Continuation of attempt by families to try to maintain their level of living and lifestyle.

Openness of individuals and families to change in the face of economic stress.

Implications

The alternatives for families seeking to cope with inflation and other economic stress are to (1) increase income through additional labor force participation of family members or home production of goods and services used by the family; (2) improve their management skills in allocating income and other resources, such as the time of family members, spent in home production; and (3) consume fewer goods and services.

While labor force projections indicate a continuation of the trend toward dual-earner families, some population trends, such as the increase in the percentage of single-parent families, limit this opportunity. Also, some families may not wish to use this option.

Improvement of families' skills in managing their time and money resources and in influencing public policy related to such resources is likely to be effective in helping families control their economic stability and security.

Solutions, however, will depend on the ability of program efforts to focus on problems that families face:

Adequate preparation for retirement. By 2020, the population age 65 and over will make up 15.5 percent of the population, compared with 11.2 percent in 1979 (40). Also, the ratio of working to retired persons will decline. To what extent retired persons become a burden to younger age groups depends partly on the adequacy of financial planning and management of income and other resources by these persons early in their careers. The Extension Committee on Organization & Policy (ECOP) report asks for increased program emphasis on "allocating income...to provide for needs and wants throughout the life cycle" (5).

Determination of the tradeoffs, particularly for women, between working at a paid job to purchase goods and services needed by the family versus working at home to produce those goods and services. While this problem is nationwide, rural women have specific needs in this area. For example, to what extent do women or men on small farms who have traditionally been involved in farm production and management jeopardize their ability to market their produce when they take off-farm paid work? The National Agricultural Research and Extension Users Advisory Board recommends "...examining the feasibility of and facilitating the development of direct marketing via roadside stands..." (31).
Determination of which goods and services that families produce for themselves offer the best opportunity for such families to compensate for reductions in purchasing power. For example, do the savings from home gardening and preservation of food offset the expenses involved? The 1977 Home Economics Research and Planning Projections Report (HERAPP) specifies as a most important need "...measuring the value of goods and services produced by various types of families" (27).

Adequate preparation and financial security in the face of divorce from, or death or disability of, a spouse. This problem is nationwide, although rural women who are farm managers jointly with their husbands face specific problems relating to the inheritance of the farm property. The ECOP Task Force Report expresses concern for the "Lack of knowledge about laws and regulations affecting the family property descent..." (5).

Adequate technical information to assess the implications of public policy (including credit and savings regulations, property transfer laws, and community and social services) on families.

Thrust 2: Energy and Environment

Situation

The availability of energy determines the availability of goods and services and employment, and it influences quality of life in homes and communities in our highly industrialized society. Rapid increases in energy costs, which have contributed to national inflation, require an increase in the percentage of the family budget allocated to energy payments and create further hardship for low income and elderly persons (31). At times, reduced allocation of gasoline to States and panic buying have created long gasoline lines and reduced hours when purchases can be made. These conditions increase the level of uncertainty that families must cope with and encroach on time available for productive activities.

Personal consumption is clearly the dominant form of energy use. Energy used by the household or residential sector was about 24 percent of national energy consumption, and gasoline used in personal automobiles and light trucks was estimated additional 15 percent (35). Also, a substantial share of energy is used in the production of goods and services for the household sector.

The energy situation continues to be characterized by relatively high levels of oil imports and supply uncertainties. Future world oil price increases and national energy-pricing policies intended to promote conservation will lead to further increases in the proportion of income spent on household energy and gasoline.
While energy will be the resource problem of greatest public interest during the eighties, partly as a consequence of policies intended to promote increased domestic production of energy, other environmental problems will also be significant (55). For example, the environment's ability to absorb additional residues from production and consumption is being strained and a growing portion of gross national output is being used in seeking solutions to offset the environmental deterioration created by production and consumption activities.

Water shortages are likely in parts of the West over the eighties and nineties (55). The national share of water used in household consumption currently is estimated to be 7 percent and is projected to increase to 10 percent (66).

Basic Assumptions

Supply uncertainties and adjustments and cost increases for energy and other resources will persist for the short term (55).

Research can produce technology and knowledge which, when interpreted, disseminated and applied, will result in significant reduction in resource use.

The household is a critical decisionmaking unit for bringing about reduced consumption and better use of energy and finite resources.

Energy used by the household in activities related to the use of food and fiber consumes more of the Nation's energy than does the agricultural production of food and fiber (6,12).

Implications

According to the Users Advisory Board, "Energy supply and energy costs are among the primary factors likely to affect the ability of the U.S. to maintain its necessary food and fiber production capability in the near future" (31). Solutions to the Nation's resource limitation problems largely depend on conservation. "Conservation must come from the application of energy saving measures in the food and fiber system and in housing, household operation, and transportation. To do this, families need information that will help them make sound decisions about the use of energy and the application of new, cost-effective technologies that have potential for lower energy use." (5)

Programs to help families conserve energy should take into account:

- Need for adjustment to an uncertain and continually changing energy future;
- Rapid increases in energy costs and the prospects for continued increases;
- Families' lack of specific information about the energy consequences of their consumption and management decisions and behavior (42);
public lack of understanding of what the issues are, what the facts are, and lack of confidence in the information that is available (42).

Such programs will require (a) the development of a strong, interdisciplinary research base that focuses on problems of highest priority, and (b) the dissemination of results from such research. "To develop research-based data for efficient utilization of energy resources in housing and to implement such information" has been identified as a high-priority objective for home economics research (37).

Thrust 3: Food, Nutrition, and Health

Situation

Nutrition affects the health of every individual from the time of conception to death. Eating patterns are constantly changing and are influenced by many factors, including food prices, family income, food advertising and marketing, convenience of preparation, family lifestyles, and ethnic/cultural background. Eating patterns are also influenced indirectly by the broader issues of energy, the economy, and foreign and national policy decisions on agriculture and food that ultimately determine food supply and prices.

Rapidly escalating health care costs and a growing realization that the major physical and mental health problems of Americans today are chronic in nature and not amenable to quick and easy treatment are two factors stimulating people to want to take more responsibility for their own health care.

Awareness of facts such as the following has led to increasing recognition of nutrition as a priority issue:

The total national cost of health care in 1978 was $192 billion (12). Annual health care costs will probably reach $245 billion in 1980 and $438 billion in 1985 (14).

Heart disease, cancer, stroke, and accidents account for nearly three-fourths of all deaths in the United States. All of these are subject to some measure of control through altering lifestyles, improving the environment, and increasing understanding of genetics and heredity.

Some individuals overuse health services while others postpone use until it is too late for treatment to be effective.

Inadequate nutrition has been identified as a possible contributing factor to coronary heart disease, cancer, high blood pressure, diabetes mellitus, dental caries, and liver disease (36). The incidence of some of these diseases may be related to food consumption patterns (57).

Consumption of fat and sweeteners has increased significantly over the past 50 years while consumption of complex carbohydrates has declined.

Obesity is prevalent; an estimated 20-40 percent of adults are significantly overweight.
Basic Assumptions

A wide gap will continue to exist between what people know about diet and what they practice unless education narrows that gap.

Food costs will continue to rise. Although the average percentage of income spent for food may continue about the same for the total population, persons with fixed incomes are vulnerable.

Changing family living styles and work patterns will influence significantly how dietary decisions are made and nutrient needs met.

Health concerns and costs of medical care will focus continued attention on diet as a protective, palliative or productive environmental factor in the etiology of chronic disease.

Changing demographic patterns (such as the increasing proportion of single-member households among both young adults and the elderly) and adoption of new lifestyles will influence the selection and use of food and dietary patterns followed.

Consumers will continue to receive nutrition information from many sources. Some of this information will be lacking in accuracy or be controversial.

Despite significant advances in knowledge concerning food, nutrition and health, the research base required to contradict the inaccuracies, discriminate among the controversial issues and make valid recommendations is weak.

Implications

Inflation and energy shortages will act as constraints on the sources, selection, purchase, and preparation of food within and outside the home.

The USDA - DHEW Dietary Guidelines for Americans provide a focus for new initiatives in nutrition education.

Much additional work is needed to help consumers use these guidelines.

Changes in attitude and behavior will be necessary before long-term modifications in dietary patterns can occur.

THrust 4: FAMILY STRENGTHS AND SOCIAL ENVIRONMENT

Situation

American families' ability to function as social environments in which children are socialized and stress is managed is influenced significantly by family composition, structure, and life-cycle changes (1,8,9,25). Although the fast rate of change in family life in the seventies is predicted to slow in the eighties and nineties, families must continue to cope with the cumulative effects of several decades of change (11).
The proportion of families and individuals affected is large (26). In the 15-year period ending in 1978, families experienced the most sustained increase in divorce ever recorded in this country, and in 1978 there were 5 divorces per 1,000 individuals. Of those now marrying, over one-third are likely to divorce at least once, and fully one-half of the marriages of young couples are expected to end in dissolution. Divorce affects children profoundly, and as of 1978, one out of five children was living in one-parent households.

Increasingly, young adults are postponing marriage. Women tended to be older at their first marriage (median, 21 years of age) in 1977 than they were a decade earlier. Of women 20 to 24 years of age, one-third more were unmarried in 1978 than in 1968 (26).

As more young adults postpone marriage, go to work, and establish separate households, and as more married couples separate or divorce or a spouse dies, more adults are living alone, making up one-fourth of all current households (11,39). The number of young, unmarried couples living together has more than doubled in less than a decade (from 530,000 couples in 1970 to 1,137,000 in 1978) (11,54).

Except for the baby boom after World War II, the U.S. birth rate has generally been declining for well over 100 years. Families during the early years of the 20th century averaged about four children. In the thirties, average families included three children, but those, now forming expect to have only two children. The period of childbearing has been shortened about 3 years and the period after the children leave home has been increased 11 years. Therefore, young couples today who remain married can expect to live as a child-free family for about 14 years longer than their elders (26).

Although years spent in parenting roles have decreased, as well as the number of children for whom parents are responsible, family-related roles continue to be difficult. In a major study completed by staff at General Mills in 1977 (9), parents reported that the biggest problem they have in raising children is the world around them. Children are exposed to major social problems on a large scale and at early ages. Parents fear illegal drugs and the consequences, and they are concerned about street crime and violence around them and on television.

Indices related to family well-being support these concerns. In 1978, over 1.1 million teenagers became pregnant; of these 11,000 were under 14 years of age. Such pregnancies cost an estimated $8.3 billion a year in welfare and related expense. Child and spouse abuse are serious problems. An estimated 1 million children run away from home each year (34).

Basic Assumptions

Healthy family environments are essential to optimum development of all family members. Families provide primary social settings for the formation of individual personality and feelings of self-worth, and the development of values, skills, and self-discipline—essential to functioning in a larger social and economic context.
Improvement of family well-being requires long-range integration of social and economic issues and problems affecting families. External conditions will continue to exert pressure on family role performance.

Families want to become better informed on how they can be more effective in handling internal problems and confronting external demands and changes.

Implications

Alternative strategies for families seeking to deal with parenting responsibilities, stress management, and midlife crisis are to (a) increase effective communication skills, (b) find reliable information sources for answers to their questions, (c) improve their access to and use of community services and supports, and (d) understand the interdependence of social well-being and economic stability (see Thrusts 1 and 2).

Selection of these alternatives is supported by the testimony of parents (9). For instance, parents want to learn more about communicating with children. They want to know about symptoms to look for which indicate a child may have a problem, and they want to know where to get help, if needed. Having trustworthy information is important to them. They turn to teachers, educators, child psychologists, and clergy as information sources. Classes or study groups in which parents meet together to ask questions and discuss mutual problems are a recognized need. In listing study topics, parents focus on problems linking family members and community systems. For instance, they are concerned about parent-child relations and equal rights within families, working mothers and quality child care, education at home and at school, sexuality and teenage pregnancy, and economics, religion, and values.
SECTION III. DEVELOPMENT OF THE NEW INITIATIVES

This section describes how the initiatives were identified and assessed and how plans and recommendations were developed for their implementation. Conceptual issues and criteria are presented that were identified by the Steering Committee and used in developing the initiatives. Lastly, results are given of the assessment of the draft initiatives by participants in four regional meetings.

PROCESS

Initiation of Activity

The Chairman of the Experiment Station Committee on Organization and Policy (ESCOR) Subcommittee on Home Economics, in a letter (February 1979) to the Director of the USDA's Science and Education Administration, suggested that "The Science and Education Administration/Joint Planning and Evaluation, in cooperation with appropriate outside units...undertake development of a comprehensive long-range plan to delineate State and Federal responsibilities in home economics, including research, extension, and higher education." This suggestion was discussed at meetings of the Home Economics Subcommittee of Extension Committee on Organization and Policy (ECOP); the Joint Council on Food and Agricultural Sciences; the National Agricultural Research and Extension Users Advisory Board; and the Commission on Home Economics of the National Association of State Universities and Land Grant Colleges. On the advice of these bodies, the Science and Education Administration established a national Steering Committee representing key professional and user groups.6/

Initial Planning by Steering Committee

The Steering Committee reviewed recent national studies and reports that identified and documented program needs and priorities in home economics research, extension, and higher education. The major reports reviewed had been developed through extensive consultation and involvement of professional workers, administrators, and users (5,37,49).

6/See appendix D for membership of Steering Committee.
Next, the Steering Committee drafted a document proposing New Initiatives to be undertaken as part of a comprehensive SEA plan for home economics research, extension and higher education as called for in the 1977 legislation. Then, the Steering Committee developed and participated actively in a process to provide for broad-based participation in the development of a plan for New Initiatives.7/Regional Meetings and Individual Assessments

Four regional meetings were held to obtain assessments of user, professional, and administrator groups regarding the proposed New Initiatives.8/ Local planning committees, representing professional and user groups, were established in each region. They developed participant lists for the regions, extended invitations, and arranged intensive 1-day, workshop-type sessions to review, interpret, and analyze the proposed initiatives.

Copies of the preliminary national plan for "New Initiatives for Home Economics Research, Extension, and Higher Education" were sent to the conference participants to review prior to the meetings. Approximately 375 persons from 44 States and the District of Columbia participated in the evaluation sessions held in St. Louis, Seattle, Philadelphia, and Atlanta. They represented a broad spectrum of user, professional, and administrator groups, such as:

Displaced Homemaker Network
Northwest Indian Women's Circle
State Bureau of Aging
State 4-H Leaders

Regional meetings were introduced by an overview of (a) the process being followed to develop the report and recommendations, (b) USDA perspectives on New Initiatives for home economics, (c) priority needs of families in the eighties and the specific proposals for addressing those needs, and (d) various perspectives on the proposed thrusts. A summary of the criteria to be used in evaluating proposed new initiatives was also presented. It was explained that the New Initiatives should be (a) practicable, (b) focused, (c) central to home economics, (d) cross-cutting among content areas, (e) an integrating of research and education, and (f) limited to the most urgent national needs of the eighties.

After the overview, participants at each location were divided into groups of their choice for a focused discussion of at least one proposed thrust area. Group facilitators or leaders and recorders were briefed prior to these discussion sessions as to parameters and ultimate goals of the discussions. For example, they were to encourage all participants to present their suggestions, questions, ideas, proposals, examples, assessments, arguments, and doubts. The issues were to be within the parameters suggested by the following factors:

1/See appendix C for process sequence and timetable.
2/See appendix E for regional meeting details.
USDA's responsibility is the lead agency in the Federal Government for the food and agricultural sciences (which includes home economics, human nutrition, and family life); current (and future) national economic problems and social issues within the domain of home economics; and home economics unique current and potential contribution to preventing and solving such problems.

The groups' discussions were designed to yield responses to the broad questions below:

1. What major initiatives in home economics research, extension, and teaching should be emphasized?
2. What specific aspects should be stressed?
3. Who should be served, on a priority basis?
4. Why are these initiatives and these populations given priority?
5. How might these initiatives be implemented?

Recorders compiled notes and submitted a summary sheet for their discussion groups. In addition, each participant was encouraged to complete at least one "Individual Assessment" form. These were collected at the end of the day or received later by mail. Meeting participants at all locations expressed enthusiasm about the total effort, appreciation of the opportunity to share in this national endeavor, and frustration that the time seemed much too short for an indepth analysis of all pertinent issues.

Persons invited to regional meetings who were not able to attend had an opportunity to review the draft report and mail in their evaluations of the proposed national plan. Home economics administrators of research, extension, and higher education programs in all States received copies of the draft report and a request for response. Users and other professionals and administrators (292 persons) willing to assess the proposed initiatives were also provided copies of the draft document.

Preparation of Final Report

The Steering Committee reviewed the assessments and comments from regional meeting participants and others and modified the draft initiatives. An inventory was prepared of existing programs that related directly to the proposed initiatives. Plans and recommendations for implementing initiatives were developed.

See appendix B, Existing Programs.
BACKGROUND OF ISSUES

Methods of Dissemination

A wide array of methods to disseminate information are currently in use. Some, such as radio or television announcements, are used primarily to create awareness of program offerings that are available; others are used to convey detailed technical information.

Meetings continue to be an important and viable way to convey information, because learning takes place not only as a result of the presentation made by the "educator" but also from the sharing of information about life experiences shared by meeting participants. Attendance at meetings is eroded by (1) increased cost of travel to get to a meeting site, and (2) increased difficulty in scheduling meetings because of the increased proportion of potential clientele that are in the labor force. Newsletters are another way to reach significant numbers of people with information tailored to their particular interests.

Technical advances are occurring that allow educators to direct messages to specialized audiences. Taped telephone messages, telephone call-in services, computer-assisted learning programs, video presentations, correspondence courses and exhibits in shopping malls and other places can be used to the extent that budget permits. One-on-one teaching is done in specialized programs such as the Expanded Food and Nutrition Education Program, where paraprofessional aides teach low-income homemakers that cannot be reached by other methods. Other individual teaching situations, for Extension educators include telephone calls, visits, and letters. Publications have long been an information dissemination tool used by county Extension staff, but distribution is limited by budgets. High production, mailing and overhead costs, and the magnitude of demand when publications are offered in large urban areas necessitates policies in some States which restrict distribution.

The effectiveness of different methods varies with the lifestyle, educational level, and other characteristics of the individual clients and communities, with the local resources and staff, and with the type and intended use of information. Since Extension serves a diverse clientele and there are differences within and between States, there are limits to the types of materials that can be produced at the national level. An alternative which could be used more extensively by Federal agencies for work needed by several States or a region is to contract with State Cooperative Extension Services that have the necessary staff skills and technical resources.

Educational specialists, including those concerned with Extension programs, generally do not recommend rigid pre-selection of methods, or reliance on a single method of education. Strategies which include several methods and allow flexibility and variation to accommodate client differences have been demonstrated to be more effective.

Systems

USDA (primarily the Science and Education Administration) and its partners and cooperators (primarily the State Cooperative Extension Services and State Agricultural Experiment Stations) are interrelated systems that conduct research and education. These existing systems offer major advantages—they comprise networks that extend into every State and (for Extension) county; they provide for communication and sharing among scientists; and they provide stable arrangements for performing essential functions.
Yet, patterns and practices that evolved in previous decades need to be adjusted to make efficient use of new technology and to be adapted to a more urbanized, mobile society in which some differences related to geographic location have become less important. Ways should be initiated for developing critical masses of scientific and educational effort or greater specialization of professional efforts to address complex problems. National concerns such as energy conservation, the complexity of the issues involved in such concerns, and the scarcity of up-to-date, adequate research in many problem areas have increased the need for closer work between research and extension to ensure sound, effective use of research information.

Audiences

Dissemination of home economics information has been addressed from four perspectives: (1) subject matter (for example, food and nutrition, housing, clothing and textiles, family economics, child development); (2) the developmental levels of individuals and families in the audiences (for example, adolescence, young married, elderly), which give rise to specific problems; (3) special characteristics of some audiences (low income, handicapped, ethnic group member), which give rise to special needs; and (4) limitations of communication and technology.

Information Reliability

Families gain information from many sources, some reliable and some less reliable. The existence of USDA and university research and Cooperative Extension as credible sources has considerable value, but maintaining the credibility of those programs presents a continuing challenge. Family and consumer needs for information from these programs continually change. Budgeting support for new research and informational materials is limited, yet the subject matter and audience to cover are broad. To be useful and credible, information must be based on research, disseminated promptly, available when needed, of the kind needed, and in a form that can be used.
The home economics component of extension and research systems functioned extremely well in the early decades of its history and in the seventies continued to function well within limits imposed by declining budgets (in real terms), staff numbers that did not increase in proportion to the increasing demands of larger audiences, institutional arrangements which were not modified to reflect fully new technology in communications and research, and established relationships with client groups. The main organizational issue that the Steering Committee addressed was what should be done to provide effective service to families in the eighties. Effort must be made to remove limitations that currently inhibit and hamper home economics efforts to serve high priority audiences, such as the inner-city poor, the elderly, and single-parent families; audiences identified both by research and Extension staff as needing special emphasis. Seven specific issues within this general issue were examined:

**Linkage**

State and Federal research needs to be linked with education:

At the local level, to ensure that national data are interpreted for local conditions, that specific applied studies are conducted to obtain needed local data (on options available to families, identification of and solutions to local problems, and so on), and that research information is disseminated to audiences.

At the national or regional level, to ensure that widely needed major research studies are identified and initiated, and the results interpreted and disseminated.

At the national level, to ensure that joint action by universities and Federal agencies occurs on scientific issues.

At all levels, to ensure that research results are used in educational programs.

Existing cooperation is informal and fragmented. Linkage is most effective in States which have joint research-extension appointments or other facilitating mechanisms and emphases. An estimated 7 percent of the home economics research information used by Extension workers in a State is supplied by the experiment station in their State. At the national level, good linkage exists between research and Extension, but Federal research can supply only a fraction of the data needed. Joint undertakings by universities and Federal agencies are few and fragmentary, mainly because of budgetary and staff time limitations. Substantial amounts of data needed for home economics Extension are not available from any source.

**Critical Mass**

There is a need to focus resources—professional personnel and budgets—on projects that are expensive or need to be done on a large scale and which would yield results needed in several States, specifically—large-scale data collections which are essential for many specific analyses and are too costly to be done by individual scientists in States.

Educational and informational program materials (video tapes, technical monographs and bulletins, computer instructional materials, and the like) that require large budgets to develop but could be used widely.
Existing mechanisms for cooperative activity (regional research projects and development of information resources) are fragmentary, often inefficient for some phases of the research or dissemination process, and dependent on availability of funds, interest in States, and voluntary cooperation.

Screening

There is a need for screening of materials used in information and education programs to ensure that they are scientifically sound and free from bias. Extension and resident staff use materials from many sources. Some are obtained from Extension or research or other professional sources; some from business and industry and other commercial sources. Many States have a review process for publications written or produced by professional staff in Extension, research, or resident instruction. However, standards for acceptance of material and quality and thoroughness of review vary. Screening of material from commercial sources is done by individual staff members, who do not always have adequate time or expertise to evaluate materials in all subject areas for which they are responsible.

Sharing

There is a need for central repositories and for cataloging, duplicating and disseminating services to aid sharing of educational materials that are suitable for use in many States. Some limited, informal services are in use and pilot studies are underway. These are hampered because volume of materials is so large and mechanisms are lacking for selecting and classifying materials in accordance with their appropriateness and recommended use. Currently, no comprehensive system exists that is practical and efficient. The National Agricultural Research and Extension Users Advisory Board (UAB) states:

Throughout several of the specific recommendations that we have made runs the call for increased attention to collaborative efforts between public and private organizations. The food and agricultural research and extension system has traditionally tended to cooperate closely with certain private sector interests. We support the concept of public-private collaboration and would generally urge that research and extension providers seek to involve a wide range of both private and other public organizations wherever possible. We also urge better cooperation from private sector organizations in providing data and otherwise cooperating with public research and extension programs (31, p. 6).

Planning for Target Audiences

There is a need for rigorous, well-documented, short- and long-term planning of applied research and information/education activities, which relate program emphasis and directions to characteristics and needs of definable population groups. Examples of excellent planning in research and Extension are numerous. However, a wide range in thoroughness and rigor of planning can also be found. This depends partly on the availability of suitable data for planning purposes, and partly on the degree of interest and planning expertise on the part of those involved.
Delivery to Target Audiences

There is a need for program delivery by appropriate modes and at locations and times accessible and convenient to target audiences, and adequate to the numbers to be served. Few Extension offices or program delivery outlets are located near inner city residents. Staff and budget to serve this audience are limited. Convenience as to other target audiences varies by State; it is considerably less than optimum for some audiences in most States. Dissemination modes are not as well developed for nor adapted to target audiences as would be possible with currently available technology. The UAB states:

The extension system has increasingly found itself dealing with issues that other numerous and varied organizations (large and small, public and private) are also addressing. Examples include energy, nutrition, and consumer education. Our concern has been raised over the role SEA-Extension should play regarding (1) whether or not extension programs should continue to focus primarily on the direct delivery of extension information to extension clients, and (2) whether or not extension programs should focus on supporting and cooperating with extended education efforts of other organizations without seeking to manage them. Extension has excellent and unique university and USDA research linkages, superior capacity to develop educational materials, a superior local staffing structure, and superior communications capabilities which could feasibly be utilized to support and enhance a wide range of public service and education programs with lesser resources (31, pp. 5-6).

Professional Training

Finally, we need researchers, educators, program leaders, and administrators trained in pertinent competences and new technologies and subject matter. We also need periodical review and updating of higher education curricula and academic standards and strengthening of university faculties, to ensure adequate preparation of workers in home economics research and Extension. Currently, responsibilities for offering and monitoring inservice training are not defined, and standards for professional refreshment and updating are lacking.

Implications of Issues

1. Needs of families in the targeted population segment (focus groups) should be the principal determinants of program content.

2. Effective, efficient use of existing professional staff and development of informational or educational materials to serve identified needs should be the principal determinant of organizational arrangements.

3. There is a need for development of new information (research) and for interpretation of new and existing information to: (a) address specific problems and client situations and (b) ensure that information is suitable to current and potential program delivery modes and compatible with audience preferences and capabilities.

4. Existing systems (research and extension) have the potential for supplying essential information and dissemination needs.

5. Focus groups can be identified and served through expansion and/or adaptation of existing networks.
The Steering Committee developed two sets of criteria: criteria for identifying program proposals that the Committee would consider for possible inclusion in the set of New Initiatives, and criteria for assessing those proposals to identify those of highest priority.

Criteria to identify new initiatives were the extent to which the proposed effort would involve:

1. **Significant expansion of effort in one or more content areas.** Current programs include research and educational activity in all the areas of major need, but level of effort is not necessarily commensurate with the needs for a program.

2. **Serving new or expanded audiences.** Theoretically, all U.S. households have been the clientele. In fact, although complete data are lacking, reports indicate that the percentage of families in some population groups reached by direct contact through Cooperative Extension is low (for example, inner city or low income), and that research on problems of some kinds of families (such as, one-parent or other nontraditional family forms) is insufficient. Three population groups identified as meriting additional attention are:
   - Groups which economic and social conditions affect with special severity: the poor, elderly, inner city residents, isolated rural residents, and one-parent families;
   - Groups not being reached as effectively or comprehensively as their needs warrant: urban consumers, young families, and the poor;
   - Groups from which major reductions in energy use and food waste could result, nationally, from changes in consumption practices: middle- and high-income households.

3. **New information or educational methods.** Need for updated or new research-based information for delivery through home economics teaching and extension programs has been documented in several reports (5, 37, 69).

Therefore, New Initiatives could focus on developing and disseminating significant new or expanded research. A wide variety of Extension program delivery methods are used, for the most part without rigorous evaluation of their relative effectiveness. Therefore, New Initiatives could focus on experimenting with methodologies, assessing their relative cost and effectiveness for producing identified kinds of behavior change, and adopting the most efficient methodologies.

4. **New mechanisms or organizational arrangements to coordinate, give direction to, or monitor research and education programs.** The lack of a good flow of research information between the research and Extension systems is well documented, as is the lack or inadequacy of evaluation in both systems. New Initiatives could focus on better flow and evaluation. Means for giving direction to a coordinated research/education program should necessarily be a part of such initiatives.

Criteria used to assess initiatives were the extent to which the proposed effort could be effectively implemented and achieve the following:

1. **Contribute to resolution of national problems or concerns** (inflation, diminishing energy supply, and so on) experienced by a significant segment of American families.

2. **Serve a new or expanded audience.**

3. **Reflect scientific and technical soundness.**
Reflect integration of existing information and programmatic efforts currently addressing similar or related problems/concerns.

Contribute to identification of gaps in knowledge or data and provide for the acquisition of such knowledge and/or data.

Allow for the implementation of unique programs focusing on solutions to problems of American families.

Contribute to improved coordination and appropriate efforts in teaching, research, and Extension programs relative to a documented, significant problem of a target population of families.

Provide for delivery of new knowledge/research.

Provide for needed experimentation with methodologies, delivery systems, and so on.

In general, the regional meeting participants, and those who mailed comments, strongly endorsed the proposed thrust areas as of paramount importance, and the proposed New Initiatives as essential to be pursued. These comments and proposals were carefully reviewed by Science and Education Administration staff, incorporated into changes and additions to the draft, and submitted to the national Steering Committee for final decision. Summary of reaction to the proposals of users, professionals, and administrators follows.

Thrust 1: Family Economic Stability and Security

Regional participants gave broadest support to the initiative which addressed family financial management over the lifespan. Initiatives related to household production were supported in all regions. The initiative on management of family property was supported strongly in the West and South, but it was not identified as a high priority in the North-Central and Northeastern regions. The initiative on public policy received the least support, but several regional groups drafted additional new initiatives related to similar issues of public policy and family economic stability and security.

Reactors at the North-Central and Northeastern regional meetings suggested that program clientele not be limited to specific groups but rather that all families and consumers would benefit from efforts to enhance economic stability and security. Specifically, they suggested the need to serve urban as well as rural groups and men as well as women.

As to program content, conferees meeting in the Northeastern region, as well as several independent reviewers, felt that inherent in the specific programs should be efforts to encourage resource
conservation so families could attain more self-sufficiency and self-reliance. The Northeastern conferees favored incorporation of a specific value orientation in program efforts in this initiative. This view was vehemently opposed by reviewers in other regions.

Thrust 2: Energy and Environment

Reactors from all regional meetings strongly supported proposed New Initiatives in energy and environment, particularly the first five initiatives. The need to help families reduce waste and practice conservation was voiced in all four regions. Participants in the Northeastern and North-Central regions emphasized housing or residential conservation as most important, while the Western region also included transportation and recreation. Participants in the South and West urged the study of tradeoffs associated with resource conservation alternatives. There was considerable support for broadening the focus of the energy and environment thrust to include "renewable resources." "Renewable resources" were not precisely defined, but included renewable energy sources, air, land, and food and fiber. The draft initiatives were accordingly expanded and slightly refocused.

The approach generally endorsed by the reactors for implementing the objectives of the energy and environment initiatives was to develop and provide research-based information for informed decisionmaking and the consideration of alternatives. However, many persons thought that emphasis instead should be on behavioral research that would form the basis for motivating families to accept the realities of resource scarcities and modify their lifestyles.

Comments of a number of groups and individuals emphasized several points:

Home economics research and education workers can contribute importantly to energy and resource use, but the approach should be interdisciplinary, and cooperation and communication with professionals in other fields are necessary.

Tradeoffs exist between resource conservation and other aspects of family functioning, including health and safety; and home economists should develop and interpret information on such tradeoffs to help with development of public policies as well as with family decisionmaking.

Home economists should develop research-based information on approaches that families can choose from.

Value systems and cultural and regional differences should be considered and respected by planners of New Initiatives.

New Initiatives should build on the successes of existing home economics programs and organizational structures.

Thrust 3: Food, Nutrition, and Health

New Initiatives or expanded program emphasis in the area of food, nutrition, and health were supported by group discussion reports and individual assessments from all four regions. The general approach was endorsed. Each draft initiative ranked first or second in two or more regions and several additional initiatives were proposed. None were rejected. Many useful comments and suggestions were provided to add specificity or clarity to them.
Many persons stressed the interdependence of the initiatives and the need for concerted action to implement them. The interrelationship of food, nutrition, and health with family economic stability and security was stressed.

Finally, many individual evaluations and group reports, especially in the South and Northeast, stressed the need to assess family strengths, in other words, to study the characteristics of well-functioning families and base new programs on these research findings.

There was no consensus on focus groups; many indicated "all Americans" or "all families" were the group to be reached. Specific target populations mentioned were: low-income, elderly, and handicapped persons; and young children. The need for nutrition education in kindergarten through 12th grade was mentioned by many.

Thrust 4: Family Strengths and Social Environment

New Initiatives related to family strengths and social environments were supported by reactors at all regional meetings in three specific areas: (1) parent education; (2) family adjustment to change and management of stress, and (3) family and individual adjustment to midlife. Little support was voiced for initiatives on intergenerational differences between teenaged children and their parents. In three regions, North-Central, Western, and Southern, reactors suggested new research and program efforts be initiated regarding family relationships across generations.

The Northeastern, North-Central, and Southern groups suggested initiatives on the interrelationships of families and public policy decisions. Many reactors also stressed the need to view the family from a systems perspective; that is, through research, Extension, and higher education, to view the family within the broad social context in which it functions.
SECTION IV. IMPLEMENTATION

The implementation plans proposed in this section address major needs of user groups for the eighties and reflect the Steering Committee's judgment regarding the most efficient manner of pursuing needed work. The section includes an analysis of needs for strengthening the current system, a proposed priority order for implementing the initiatives, and an implementation plan and program targets for each specific initiative.

NEEDS FOR STRENGTHENING THE SYSTEM

The Steering Committee, taking into account its own analysis and the assessments of users, scientists, educators, and administrators, concluded that the existing system--USDA and its partners and cooperators--should be utilized and that functions performed by the system should be strengthened to meet the following needs:

1. The need for convenient and accessible program delivery outlets, linked to needs for--
   (a) obtaining reliable and valid measures of the needs of the focus group,
   (b) developing approaches specifically suited to high-density population areas and to specific focus groups, and
   (c) evaluating program results and delivery methods on a continuing basis to assure program effectiveness.

   Functions performed by the system:
   - Providing program offerings to focus groups.
   - Evaluating effectiveness of methods and materials.

2. The need for additional research and the transfer of research findings into valid applications using easily understood terminology:

   Functions performed by the system:
   - Ascertaining information needs and delineating researchable problems.
   - Conducting research.
   - Assessing validity of results in applications.
   - Synthesizing research data, adapting information to audiences, and distributing.

3. The need for professional education in the methodologies and scientific and technical subject matter needed to conduct research and extension programs:

   Functions performed by the system:
   - Identifying manpower needs to perform general and specialized services.
   - Developing curricula and courses for degree programs and special training needs.
   - Providing professional education.
4. The need to foster communication among research, extension, and higher education:

Functions performed by the system:

- Delineating program objectives in a way that makes research, extension, and higher education aspects of the program evident.
- Ascertaining the availability of research data, program materials, and professional education programs that are applicable to program objectives.
- Communicating information needs of focus groups to researchers.
- Communicating needs for professional education to institutions of higher education.
- Disseminating materials and services.

5. The need to foster communication between constituencies that can provide support and guidance to national program objectives and staff in research, Extension, and higher education.

Functions performed by the system:

- Identifying groups with allied interests.
- Communicating with these constituencies regarding focus groups' needs, program requirements, and program results.

PRIORITIES AMONG INITIATIVES

The New Initiatives proposals are classified by major thrust area in Section II of this report for organizational clarity; these thrust areas, however, are interrelated and all are high priority. The strength of work on New Initiatives rests on the successful integration of research results and program materials from all thrust areas to develop programs that relate to family concerns as a whole. Accordingly, in establishing a priority order, the Steering Committee considered the urgency of the problems to be addressed and the need for early or concurrent implementation of initiatives that would strengthen or facilitate other initiatives. The recommended priority order is displayed below in six clusters:
Recommended Order for Implementing New Initiatives

<table>
<thead>
<tr>
<th>Priority Order</th>
<th>Thrust</th>
<th>Keywords</th>
<th>Exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Economic</td>
<td>Home production: economics of food preservation, household repairs and renovations</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Energy</td>
<td>Conservation practices</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Food</td>
<td>Dietary standards adapted to families</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Cross-cutting Initiative</td>
<td>Strengthened research</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Cross-cutting Initiative</td>
<td>Consumer education centers</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Economic</td>
<td>Resource decisions affecting the family's future</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Energy</td>
<td>Managing energy expenditures</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Food</td>
<td>Nutrition education</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Social</td>
<td>Managing stress</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Energy</td>
<td>Household consumption data</td>
<td>6</td>
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<tr>
<td></td>
<td>Food</td>
<td>Home food preparation: standards and new knowledge</td>
<td>14</td>
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<tr>
<td></td>
<td>Cross-cutting Initiative</td>
<td>Professional training</td>
<td>22</td>
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<tr>
<td></td>
<td>Energy</td>
<td>Policies, tradeoffs affecting families</td>
<td>7</td>
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<tr>
<td></td>
<td>Energy</td>
<td>Transportation-efficient extension programs</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Social</td>
<td>Parenting skills</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Cross-cutting Initiative</td>
<td>Clearinghouse</td>
<td>24</td>
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</tbody>
</table>

10/ The 24 exhibits follow description of "Program Targets."
<table>
<thead>
<tr>
<th>Priority Order</th>
<th>Thrust</th>
<th>Keywords</th>
<th>Exhibit</th>
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<tbody>
<tr>
<td>5</td>
<td>Economic</td>
<td>Managing real property during family transition</td>
<td>4</td>
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<td></td>
<td>Energy</td>
<td>Coping with supply emergencies</td>
<td>10</td>
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<td></td>
<td>Social</td>
<td>Intergenerational support systems</td>
<td>20</td>
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<td></td>
<td>Food</td>
<td>Food and nutrition referral services</td>
<td>15</td>
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<tr>
<td>6</td>
<td>Economic</td>
<td>Assessment of regulations and policies affecting families</td>
<td>3</td>
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<td></td>
<td>Energy</td>
<td>Resource efficient housing</td>
<td>8</td>
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<tr>
<td></td>
<td>Food</td>
<td>Academic programs and funding</td>
<td>16</td>
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<td></td>
<td>Food</td>
<td>Nutrition education networks</td>
<td>17</td>
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</tbody>
</table>
PROGRAM TARGETS

Essential to the successful implementation of New Initiatives in home economics is the identification of program targets and timetable for implementing the initiatives and of the responsibilities of SEA and its partners and cooperators in research, Extension, and higher education for working together toward these targets. The program targets will be used in the design of the budget plan needed for new projects. Exhibits 1 through 20 present program targets for each New Initiative identified in the four thrust areas of Section II, exhibits 21-24 address cross-cutting issues, and exhibit 25 presents a "process overview" that reflects both the independent and interrelated responsibilities of research, Extension, and higher education.

The program targets were developed to conform to 2-, 5-, and 10-year targets, but in fact reflect a continuous flow of activity within research, Extension, and higher education. For example, the 2-year targets are designed to reflect the inventory and assessment stages of program planning and require the integrated efforts of all components of SEA. The 5-year targets focus on the data analysis and project development aspects of program planning and require coordinated, but independent, efforts in research, Extension, and higher education. The 10-year targets reflect the implementation process which requires integrated efforts within SEA and with its cooperators.

Program targets and activities in one area influence subsequent activities and targets in another. For example, attainment of 5-year targets in Extension depends on attainment of 2-year targets in research. Similarly, targets and activities in higher education influence later work in research. Thus the program targets for each New Initiative are interpreted both as time-based plans for each component of SEA and as plans for the integration of efforts within SEA.

The attainment of the program targets rests on achievement of several overarching goals. These include:

1. The development of national research capability that will allow building of a validated base of knowledge on family concerns and will establish a critical mass of staff necessary for the continued conduct of research. The attainment of research funding needed to develop this base of knowledge and critical mass will influence the availability of future staff in home economics (exhibit 21).

2. Expansion of professional education of staff trained in research methods and in interpretive and delivery skills related to home economics (exhibit 22).

3. Expansion of a delivery system that includes more effective use of mass media and other means of reaching target audiences, more effective assessment of target audience needs and communication of these needs to persons who conduct research and develop program materials, and better methodologies for program evaluation (exhibit 23).

4. The improvement of communication among professional staff members including better methods for using existing data and program materials and disseminating research results and program ideas (exhibit 24).
**EXHIBIT 1. FAMILY RESOURCE DECISIONS**

**Thrust 1, Initiative A**

**Program Initiative:**

A: About the effect that family resource management decisions made early in the family life cycle (e.g., savings, credit, housing, durable goods) have on the family's future economic situation.

**Focus Group:**

Families in the early stage of the life cycle.

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
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<tr>
<td>Obtain comprehensive data on the resource management practices of families at each stage of the life cycle and the relationship of these practices to their subsequent economic situation.</td>
<td>Review paper prepared by SEA-AR on concepts, measurement variables, and data collection methods. Joint assessment completed of the data needs of SEA-AR, State Agricultural Experiment Stations (SAES), other USDA/SEA Cooperators, and other agencies. Proposal and budget request prepared for survey with national sample.</td>
<td>Data collected by SEA-AR from national sample. Data files distributed to researchers (SAES and others) for analysis. Preliminary tabulations published by SEA-AR.</td>
<td>Results interpreted for use by professionals working with young families. Needs assessed for additional or updated research.</td>
</tr>
<tr>
<td>Obtain or compile data on financial management, knowledge, and skills of young families.</td>
<td>Review of available data conducted by appropriate SAES committees and implications assessed regarding needs for program materials. Additional research recommended if needed.</td>
<td>Additional needed research conducted by SAES. Implications assessed and fed into program planning and budgeting process.</td>
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<tr>
<td>Evaluate effectiveness of methodologies and program delivery modes for teaching financial management to young families.</td>
<td>Review of available evaluation data conducted jointly by SEA, SAES and CES (State Cooperative Extension Specialist) staffs. Recommendations developed for preferred methodologies and program delivery modes. Budgetary implications analyzed and provided to budget planners.</td>
<td>Additional needed research conducted by SAES. Implications assessed and fed into program planning and budgeting process.</td>
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</tbody>
</table>
Extension--
-Have in operation education and information programs to help young families improve their financial planning and management.
Joint assessment conducted by SEA and CES staffs to identify potential locations and priorities for new or expanded program, based on geographic concentration of focus group in population; current level of program offerings in financial management; population coverage; and other evidences (e.g., average income) of need. Recommendations developed for locations to which additional funds to support program should be directed, and for annual increments (funds and locations) by which expansion should be implemented.

Higher Education--
-Strengthen and expand professional training in family resource management.
Task force (SEA, SAES, CES) assessment of manpower needs, identification of needs for targeted support, including inservice training. Targeted support provided on a competitive basis.
Professionally trained persons available to meet manpower needs.

Integration/Coordination--
-Produce and disseminate guidance materials based on current research to help young families understand the consequences of their financial actions.
Joint assessment completed by SEA and CES staffs regarding presently available and needed materials. Plan developed for division of responsibility for preparing additional needed materials.
Additional materials, for which research data are available, developed in accordance with agreed on responsibilities. Evaluation of materials completed jointly by SEA, SAES, and CES staffs. Implications assessed for future research and development of materials.

Initial program increments (i.e., locations for new or expanded program) implemented, using updated and expanded program materials, and using recommended methodologies and program delivery modes. Preliminary evaluation conducted (by independent organization) and implications assessed for future program adjustments.
Programs operating in all major/geographic concentrations of focus group, using updated materials and information. Evaluation conducted and implications assessed for future work.
## Program Initiative:

**Thrust 1, Initiative B**

- About optimizing the family’s real income through home-provided goods and services, home-based enterprises, and paid employment.

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong>—</td>
<td>New research methodologies and instruments developed to address the definition (boundary) issue, and measurement issues in household production. (SEA-AR extramural)</td>
<td>Research instruments refined and used to collect data from national sample (SEA-AR). Data base distributed to SAES researchers and other cooperating researchers.</td>
<td>Estimates of the economic value of the productive efforts of household members published by SEA-AR and cooperators.</td>
</tr>
<tr>
<td>Assessment of data needs of SEA, USDA-SEA cooperators, SAES, CES, and other agencies completed by joint task force.</td>
<td>Preliminary methodological findings published by SEA-AR.</td>
<td>Results interpreted for use by professionals working with persons with limited income and/or employment opportunities, those living in isolated areas, with young children or on small farms.</td>
<td></td>
</tr>
<tr>
<td><strong>Extension</strong>—</td>
<td>Assessment by SEA and CES to identify program needs and sites for new or expanded efforts.</td>
<td>New research and research-based materials used to expand current program efforts, new programs focused on the elderly, those with low income or limited employment opportunities, and those in isolated areas and on small farms.</td>
<td>Programs operating in all major geographic areas with new program efforts directed to the focus groups. Independent program evaluation reported to cooperators.</td>
</tr>
<tr>
<td>Expand programs to help families optimize real income through productive efforts.</td>
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<tr>
<td><strong>Higher Education</strong>—</td>
<td>Joint assessment completed by SEA, SAES, and CES staffs regarding personnel and training needs for professionals working in the area of household production. Needs for targeted support identified and competitive grants program implemented.</td>
<td>Adequate supply available of professionals with needed expertise available.</td>
<td>Research assessment conducted of manpower situation and needs.</td>
</tr>
<tr>
<td>Develop a 'critical mass' of trained professionals to disseminate information.</td>
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<tr>
<td><strong>Integration/Coordination</strong>—</td>
<td>Joint assessment completed by SEA and CES staffs regarding presently available and needed materials. Plan developed for division of responsibility for preparing needed materials.</td>
<td>Research-based guidance materials developed by SEA, CES, and SAES staffs, field tested in selected target areas; materials evaluated by SEA, CES, SAES researchers and educators.</td>
<td>Materials based on nationwide sample developed and broadly distributed; implications for programmatic efforts assessed.</td>
</tr>
<tr>
<td>Produce and disseminate data-based guidance materials to help families to optimize real income through productive efforts.</td>
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</table>
**EXHIBIT 3. BENEFITS AND COSTS TO FAMILIES OF REGULATIONS, MARKET CONDITIONS AND POLICY ACTIONS**

**Thrust 1, Initiative C**

**Program Initiatives:**

C. ...to assess the benefits and costs of regulations, market conditions, and policy actions directly affecting economic choices and well-being of families.

| Focus Groups: |  |
|---------------|  |
| Families as consumers. |  |

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Review paper prepared by SEA-AR (extramural) to summarize and integrate available research developed in SEA, SAES and public and private social science research groups.</td>
<td>Compendium of SEA and SAES research on the effects of the economic environment on family economic choices and well-being compiled and published jointly by SEA and SAES.</td>
<td>Compendium of SEA and SAES research on the effects of the economic environment on family economic choices and well-being compiled and published jointly by SEA and SAES.</td>
</tr>
<tr>
<td></td>
<td>Compile data on the response of families as consumers to changes in the regulatory, market, and public policy environments.</td>
<td>Analysis of existing panels or other longitudinal data specified in the previous research needs assessment completed and published by SEA-AR.</td>
<td>Analysis of existing panels or other longitudinal data specified in the previous research needs assessment completed and published by SEA-AR.</td>
</tr>
<tr>
<td><strong>Extension</strong></td>
<td>Assessment of data needs regarding the response of families to changes in the regulatory, market, or public policy environments completed by SEA and cooperators.</td>
<td>Special program delivery modes (such as interactive computer systems and storefront consumer centers) in place and operating in limited target areas, current efforts expanded (CES and cooperating agencies).</td>
<td>Special program delivery modes (such as interactive computer systems and storefront consumer centers) in place and operating in limited target areas, current efforts expanded (CES and cooperating agencies).</td>
</tr>
<tr>
<td></td>
<td>Establish new methods and mechanisms for helping families to understand and operate effectively in their role as consumers interacting with social and economic systems.</td>
<td>Periodic evaluation reports released.</td>
<td>Periodic evaluation reports released.</td>
</tr>
<tr>
<td></td>
<td>Establish appropriate accountability for targeted programs.</td>
<td>Expanded programs, based on research based guidance materials available in all major geographic centers.</td>
<td>Expanded programs, based on research based guidance materials available in all major geographic centers.</td>
</tr>
<tr>
<td><strong>Higher Education</strong></td>
<td>Evaluate process in place to assess program consequences. (SEA, CES)</td>
<td>Adequate supply available of professionals with needed expertise.</td>
<td>Adequate supply available of professionals with needed expertise.</td>
</tr>
<tr>
<td></td>
<td>Develop educational programs to train individuals to help families as consumers interact with the social and economic systems in which they operate.</td>
<td>Research conducted of manpower situation and needs.</td>
<td>Research conducted of manpower situation and needs.</td>
</tr>
<tr>
<td><strong>Integration/Coordination</strong></td>
<td>Joint assessment completed by SEA, SAES and CES of personnel and training needs for professionals working with families as consumers. Needs for targeted support identified and competitive grants available.</td>
<td>Research-based guidance materials developed by SEA, CES, and SAES staffs, tested and evaluated.</td>
<td>Research-based guidance materials developed by SEA, CES, and SAES staffs, tested and evaluated.</td>
</tr>
<tr>
<td></td>
<td>Produce and disseminate research-based guidance materials to help families in their role as consumers to understand and respond to actual and proposed changes in the regulatory, market, and public policy environments.</td>
<td>Material broadly distributed, implications for programmatic efforts assessed.</td>
<td>Material broadly distributed, implications for programmatic efforts assessed.</td>
</tr>
</tbody>
</table>
**EXHIBIT 4. MANAGEMENT OF REAL PROPERTY**

**Thrust 1, Initiative D**

**Program Initiative:**

D...to enable individuals to handle their economic responsibilities for management of real property, especially during periods of family transition.

**Focus Groups:**

Rural families.

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
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<tr>
<td>- Develop research-based assessment of family property management skills and practices.</td>
<td>Inventory of property transfer laws compiled by SEA staffs, SAES and cooperators. SEA and CES cooperate to identify needed data (joint task force).</td>
<td>Data collected by SAES on property transfer knowledge, skills, and practices of families, with special attention to rural families; assessment of effectiveness of various practices and strategies completed and published by SAES.</td>
<td>Results interpreted for use by professionals working with families.</td>
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<tr>
<td><strong>Extension</strong></td>
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<tr>
<td>- Have in operation multi-disciplinary-based programs to help families handle their economic responsibilities for management of real property.</td>
<td>CES establish multi-disciplinary task forces to develop statement of program needs related to the management of real property (data needs, program material needs, locations for new or expanded program delivery).</td>
<td>Pilot programs supported by SEA to test team approach to program delivery in the area of family property management, evaluation of pilot programs completed.</td>
<td>Programs operating in all geographic areas with special emphasis on programs for rural families.</td>
</tr>
<tr>
<td><strong>Higher Education</strong></td>
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<tr>
<td>- Train or provide professional refreshment to persons to meet manpower needs.</td>
<td>Joint assessment of needs for manpower and facilities, professional education, and targeted support. (SEA, SAES, CES)</td>
<td>Professionally trained persons available to meet manpower needs for teaching and research.</td>
<td>Reassessment conducted of manpower situation and needs.</td>
</tr>
<tr>
<td><strong>Integration/Coordination</strong></td>
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<tr>
<td>- Produce and disseminate research-based guidance materials to help families handle their economic responsibilities for management of real property.</td>
<td>Inventory, assessment, and updating of currently available materials completed by SEA and CES (joint task force).</td>
<td>Research-based guidance materials developed by SEA (extramural); targeted for and tested in rural areas.</td>
<td>Materials incorporating information on management skills distributed in rural areas.</td>
</tr>
</tbody>
</table>
EXHIBIT 5: RESOURCE-CONSERVING PRACTICES

Thrust 2, Initiative A

Program Initiative:

A. Eliminating household practices that are inefficient and wasteful of resources and developing, demonstrating, and providing comparative data on alternatives that are resource-conserving and their impact on quality of life.

Focus Group:

Families making decisions on housing, transportation, recreation, and those with greatest potential for resource conservation.

<table>
<thead>
<tr>
<th>Target for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
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<tr>
<td>Research</td>
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<tr>
<td>-- Develop compre-</td>
<td>-- Existing data</td>
<td>-- Data collected</td>
<td>-- Results from</td>
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<td>sample (SEA-AR and</td>
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<td>mer housing, tra-</td>
<td>tices and charac-</td>
<td>SAES).</td>
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<td>household prac-</td>
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<td>Need for new data</td>
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<td>jointly assessed</td>
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<td>research facilities and personnel</td>
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<td>assessed (SEA-AR, SAES regional research committee).</td>
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<td>survey data (SEA).</td>
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<td>Pilot work in pro-</td>
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<td>gress on data collection methodology and on methodology for developing resource-efficient alternative practices (SEA-AR, extramural).</td>
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<td>Extension</td>
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<td>-- Increase the</td>
<td>-- Program needs</td>
<td>-- Pilot pro-</td>
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<td>development and</td>
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<td>implementatio-</td>
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<td>serve target fami-</td>
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| n of programs that | (SEA, CES work | then expanded or refocused | lies and con-
| enhance the ability | group).         | and retested;     | sumers. Program |
| of families and  |                   |                   | content, audi- |
| consumers to eval- |                   |                   | ence, and deliv- |
| uate consumption |                   |                   | ery mode con- |
| alternatives.     |                   |                   | tinuously reval-
|                   |                   |                   | uated and revi-
|                   |                   |                   | sied as new re- |
|                   |                   |                   | search becomes available and user needs change. |
| -- Produce and    | -- Family's con- | -- Available data |                 |
| disseminate rese- | cerns and needs | interpreted for |                 |
| arch-based pro-   | communicated via | use by profession- |                 |
| grams to assist  | Extension net- | als working with |                 |
| families in mak- | work from grass- | target families and |                 |
| ing informed de- | roots to National | consumers (SAES).  |                 |
| ditions.         | level to serve as |                   |                 |
|                   | input to research |                   |                 |
|                   | process (CES, SEA stiffnesses). | |                 |
EXHIBIT 5: RESOURCE-CONSERVING PRACTICES

Higher Education—

—Strengthen and expand professional training with respect to data collection methods (both laboratory and field studies) and analytical skills essential to the study of resource consumption by households.

Integration/Coordination—

—Facilitate communication of research-based information to professionals in useful form.

Joint assessment of needs for manpower and facilities, professional education and targeted support (SEA, SAES, CES).

Professionally trained persons available to meet manpower needs for teaching and research.

Reassessment conducted of manpower situation and needs (SEA).

Joint assessment within SEA of separate and shared responsibilities of Research, Extension, and TIS (SEA staffs).

Reassessment, as needed.

Reassessment, as needed.

To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing "stop-gap" materials based on the present state-of-the-art, to meet immediate pressing needs (Task force - SEA and cooperators).

Proposal developed for expanding Research, Extension, and TIS capabilities in the area of research-based information on household use of energy and other resources—specifically, via consumer decision-making modules that can be adapted by educators to local costs and conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).

Pilot projects completed, evaluated, and implemented (or re-focused, and reevaluated).

Successful projects fully implemented.

Mechanisms in place. Reassessment, as needed.

Reassessment conducted of manpower situation and needs (SEA).

Reassessment conducted of manpower situation and needs (SEA).

Reassessment conducted of manpower situation and needs (SEA).
### EXHIBIT 6: RESOURCE CONSUMPTION BY FAMILIES

**Thrust 2, Initiative D**

**Focus Group:**
Agencies engaged in national and regional evaluation, forecasting, and planning.

<table>
<thead>
<tr>
<th>Targets for the 80’s</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
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<tr>
<td>- Develop comprehensive data on patterns of resource consumption by families in their everyday living.</td>
<td>Review and compile existing data. Assess need for new data and propose plan for obtaining. (SEA-AR)</td>
<td>Collect additional data to meet identified needs.</td>
<td>Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption.</td>
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<td><strong>Extension</strong></td>
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<tr>
<td>- Base programs on the research findings on patterns of family resource consumption.</td>
<td>Interpret user needs to researchers. Adapt programs, based on new knowledge. (CES)</td>
<td>Continue to adapt, develop, and implement. (CES)</td>
<td>Continue to adapt, develop, and implement.</td>
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<tr>
<td><strong>Higher Education</strong></td>
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<tr>
<td>- Strengthen and expand professional training with respect to collection methods (both laboratory and field studies) and analytical skills essential to the study of resource consumption by households, and the presentation of research findings in formats that can serve as input for policy-making.</td>
<td>Joint assessment of needs for manpower and facilities, professional education, and targeted support. Implementation underway. (SEA, SAES, CES)</td>
<td>Professionally trained persons available to meet manpower needs for teaching and research.</td>
<td>Reassessment conducted of manpower situation and needs. (SEA)</td>
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<tr>
<td><strong>Integration/Coordination</strong></td>
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<tr>
<td>- Develop and implement networks to communicate research-based information about family resource use to agencies engaged in national and regional evaluation, planning, forecasting.</td>
<td>Work underway to identify target agencies and their needs; and to communicate these needs as input to the research process. (SEA-AR)</td>
<td>Research-based materials developed by SEA disseminated via networks for general use in policy development and in response to specific policy questions. (SEA, CES)</td>
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</tbody>
</table>
**EXHIBIT 7: IMPLICATIONS OF RESOURCE MANAGEMENT POLICIES FOR FAMILY WELL-BEING**

**Thrust 2, Initiative C**

**Program Initiative:**

C...implications of alternative resource management policies with respect to the home environment, including trade-offs with family nutrition and health, home safety and sanitation, family economic and social well-being, and other aspects of family functioning.

**Focus Group:**

Agencies engaged in development of resource policies that impact on families.

<table>
<thead>
<tr>
<th>Target for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
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</thead>
<tbody>
<tr>
<td><strong>Research--</strong></td>
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<tr>
<td>Develop comprehensive data on implications (including trade-offs) of resource conservation policy alternatives for all aspects of family functioning.</td>
<td>Compile and interpret existing data. Conduct inventory of SEA research strengths and needs (SEA-AR).</td>
<td>Additional data obtained as needed on a problem-solving basis. No National-scale data collection anticipated (SEA-AR).</td>
<td>Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption.</td>
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<td></td>
<td>Develop policy- assessment framework for use with individual aspects of family functioning (i.e., nutrition and health, etc.) and overall family functioning (SEA-AR and cooperators task force).</td>
<td>Ongoing model developed for assessing and forecasting impact of alternative resource conservation policies, and changes in resource use. Results interpreted for policymaking (SEA-AR).</td>
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<td></td>
<td>Plans for obtaining additional field and laboratory data developed. Ongoing cooperative agreements planned and implemented to facilitate quick response capability (SEA-AR and cooperators).</td>
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<tr>
<td><strong>Extension--</strong></td>
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<tr>
<td>Utilize research data on implications of resource conservation policy alternatives and develop and interpret them in joint program planning with action and regulatory agencies. Make information available to CES public affairs program.</td>
<td>Agencies identified with whom potential for joint planning (national and regional) is great. Mode for joint planning established. Information on consumer needs and preferences provided to responsible research performers (SEA, CES work group).</td>
<td>Joint planning with A/R agencies being conducted at national and regional levels. New research results being utilized in public affairs programs on resource management (CES).</td>
<td>Assessment completed of joint planning mode and interagency relationships. Recommendations developed for modification. CES public affairs programs on resource management widely available and periodically evaluated in light of interagency joint planning.</td>
</tr>
</tbody>
</table>
EXHIBIT 7: IMPLICATIONS OF RESOURCE MANAGEMENT POLICIES FOR FAMILY WELL-BEING (Continued)

Higher Education—

—Strengthen and expand professional training with respect to: data collection methods (both laboratory and field studies); analytical skills essential to the study of resource consumption by households; and the presentation of research findings in formats that can serve as input for policymaking.

Integration/Coordination—

—Develop and implement networks to communicate research-based information about family resource use to agencies engaged in national and regional evaluation, planning, forecasting.

Joint assessment of needs for manpower and facilities, professional education and targeted support (SEA, SAES, CES).

Professionally trained persons available to meet manpower needs for teaching and research.

Reassessment conducted of manpower situation and needs (SEA).

Work underway to identify target agencies and their needs, and to communicate these needs as input to the research process (SEA-AR).

Research-based materials developed by SEA disseminated via networks for general use in policy development and in response to specific policy questions (SEA-AR, CES).
**EXHIBIT 8: RESOURCE-EFFICIENT HOUSING**

**Thrust 2; Initiative D**

**Program Initiative:**

D. About housing choices (structure and location) that are resource-efficient, yet consider the functioning of the family with respect to employment, to the community, and sources of essential goods and services.

**Focus Group:**

Families who are forced to move or whose housing requirements are changing.

<table>
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<tr>
<th>Targets for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Jointly conducted inventory and assessment of presently available data and materials (SEA-AR and SAES regional research committee).</td>
<td>Research completed or underway.</td>
<td>Research findings assessed from a family decisionmaking perspective.</td>
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<tr>
<td><strong>Extension</strong></td>
<td>Develop and interpret research-based information to facilitate housing decisions by families.</td>
<td>To meet urgent current needs, evaluate, and adapt available information (SEA-AR).</td>
<td>Documentation published and available to professionals.</td>
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<td></td>
<td>Develop jointly with the building industry, a housing demonstration program to display alternative housing features that are energy conserving, resource-efficient and consider the functioning of the family with respect to employment, to the community and to sources of essential goods and services.</td>
<td>Model program (housing demonstration and public policy alternatives) developed jointly with industry groups, including sites, budget and funding, and linkage to research (SEA, CES task force).</td>
<td>Demonstration programs established and functioning in all states where such a program is needed. Evaluation completed of program effectiveness and cooperation with industry. Modifications proposed (if required).</td>
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<td>Provide information on public policy alternatives (building codes, zoning, land use) and their effects on housing structures, location costs, and resource efficiency.</td>
<td>Pilot demonstration programs established and functioning in 10 selected sites. Auxiliary information services and public policy programs planned (CES).</td>
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</table>
Higher Education—

--Strengthen and expand professional training with respect to data collection methods (both laboratory and field studies) and analytical skills essential to the study of resource consumption related to family housing decisions.

Integration/Coordination—

--Facilitate communication of research-based information to professionals in useful form.

Joint assessment of needs for manpower and facilities, professional education and targeted support completed (SEA, SAES, CES).

Professionally trained persons available to meet manpower needs for teaching and research.

Reassessment conducted of manpower situation and needs (SEA).

Joint assessment within SEA of separate and shared responsibilities of Research, Extension, and TIS completed.

Reassessment, as needed.

Reassessment, as needed.

To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing "stop-gap" materials based on the present state-of-the-art, to meet immediate pressing needs (SEA, SAES, CES task force).

Pilot projects completed, evaluated, and implemented; or re-focused, and reevaluated (SEA).

Mechanisms in place. Reassessment, as needed.

Proposal developed for expanding Research, Extension, and TIS capabilities in the area of research-based information on household use of energy and other resources—specifically via consumer decision-making modules that can be adapted by educators to local costs and conditions (Research), clearinghouse role (Extension), and technical information systems (TIS) (SEA staff).

Successful projects fully implemented.
EXHIBIT 9: MANAGING ENERGY-RELATED EXPENSES

Thrust 2, Initiative E

Program Initiative:

1. Managing expenses resulting from rising energy prices in a manner that safeguards family nutrition and health, home safety and sanitation, and long-term economic security.

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<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
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<tbody>
<tr>
<td>Research</td>
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<tr>
<td>- Compile and adapt family economic management information to assist in family solutions in short-term and long-term economic effects of rising energy prices.</td>
<td>Using available data, and knowledge, develop research-based guidance on:</td>
<td>Collect new data as needed, analyze; incorporate into guidance materials. (SEA-AR and SAES).</td>
<td>Reassessment, as needed.</td>
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<td>1. Short-term family solutions such as:</td>
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<td>- conservation alternatives</td>
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<td>- assistance availability</td>
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<td>- budget planning with awareness of seasonal expenditure changes and anticipated inflation, and</td>
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<td>- 2. Low-cost and no-cost alternatives, for long-term energy consumption reduction,</td>
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<td>that consider the need to safeguard family nutrition and health, home safety and sanitation, and long-term economic security as well as the need to promote energy conservation. Assess the need for additional research data. Develop plans to conduct needed studies. (SEA-AR and SAES regional research committees)</td>
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<tr>
<td>Extension</td>
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<tr>
<td>- Expand educational programs in family resource management with emphasis on budgeting for energy expenses and establishing and maintaining standards and household arrangements for family health and nutrition, home safety and sanitation and long-term economic security.</td>
<td>Program needs assessed nationally and by region, taking into account demographic characteristics of families and other information about size, residence, geographic location, etc. of population segments. Program methodologies selected and materials designed. Plan developed for preparation of materials, including division of responsibility among CES specialists and states. (SEA, CES task force)</td>
<td>New program materials distributed and utilized in expanded program in all states. Plan developed for updating materials with new research data. (CES)</td>
<td>Expanded program functioning in all states with up-to-date, research-based program materials. Evaluation of social and economic impact completed by independent agent.</td>
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</table>
### Targets for the '80's

**Higher Education**
- Strengthen and expand professional training with respect to skills essential to the analysis of household resource consumption, and the application of that area to family resource management.

**Integration/Coordination**
- Facilitate communication of research-based information to professionals in useful form.

**Two Year Targets**
- Joint assessment of needs for manpower and facilities, professional education, and targeted support (SEA, SAES, CES).
- Proposal developed for expanding research, extension, and TIS capabilities in the area of research-based information on household use of energy and other resources—specifically, via consumer decision-making modules that can be adapted by educators to local conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).

**Five Year Targets**
- Professionally trained persons available to meet manpower needs for teaching and research.
- Proposal developed for expanding research, extension, and TIS capabilities in the area of research-based information on household use of energy and other resources—specifically, via consumer decision-making modules that can be adapted by educators to local conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).

**Ten Year Targets**
- Reassessment conducted of manpower situation and needs.
- Mechanisms in place. Reassessment, as needed.
EXHIBIT 10: COPING WITH ENERGY OR WATER SHORTAGES

Thrust 2, Initiative F

Focus Group: Families

Targets for the 80's | Two Year Targets | Five Year Targets | Ten Year Targets
---|---|---|---
Research— | Jointly conducted inventory and assessment of presently available data and materials. | Research findings assessed and interpreted from a family decision-making perspective. Documentation published and available to professionals. (SEA-AR, SAES) | Mechanisms in place for periodic review and modification in response to observed or anticipated changes in resource availability, technology, household characteristics, or other factors affecting resource consumption. (SEA-AR) |

.Extension— | Plans developed and proposed for limited-scale household surveys to identify current practices and attitudes about alternatives. Implementation begun. (SEA-AR, SAES regional research committee) | Program model developed for nationwide, continuously available information, adapted to local conditions, and periodically updated. Available resources and budget needs assessed. Pilot projects designed. (SEA, CES task force) | Pilot projects completed and evaluated. Program model appropriately revised. Plans completed for full implementation nationally. (SEA, CES, with task force activity as needed) |

Higher Education— | | Program operational nationwide. System tests designed and implemented. | Professionally trained persons available to meet manpower needs for teaching and research. Reassessment conducted of manpower situation and need. (SEA) |
**EXHIBIT 10: COPING WITH ENERGY OR WATER SHORTAGES (Continued)**

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
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<tbody>
<tr>
<td><strong>Integration/Coordination</strong></td>
<td>Joint assessment within SEA to separate and shared responsibilities of Research, Extension, and TIS. To prevent overlap of efforts, plan developed for division of responsibilities in assessing and cataloging presently available materials, and in developing &quot;stop-gap&quot; materials based on the present state-of-the-art, to meet immediate pressing needs. Proposal developed for expanding Research, Extension, and TIS capabilities in the area of research-based information on household use of energy and other resources—specifically, via consumer decision-making modules that can be adapted by educators to local conditions (Research), clearinghouse role (Extension), and technical information systems (TIS).</td>
<td>Re-assessment, as needed.</td>
<td>Re-assessment, as needed.</td>
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<td>Pilot projects completed, evaluated, and implemented (or re-focused, and re-evaluated)</td>
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<td>Mechanisms in place. Re-assessment, as needed.</td>
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</table>
### Program Initiative:

**G:1.** Program delivery modes that are less transportation intensive for clientele as well as for program professionals.

#### Focus Groups:
- Extension personnel.

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### EXHIBIT 11. RESOURCE-EFFICIENT PROGRAM DELIVERY MODES

**Thrust 2, Initiative G**

<table>
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<th>Targets for the 80's</th>
<th>Two Year Targets</th>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td>Develop research-based information on energy consumption associated with alternative program delivery modes, including trade-off that may exist between energy efficiency and program effectiveness.</td>
<td>Jointly conducted inventory and assessment of existing practices and assessment of alternatives completed. (SAES, CES)</td>
<td>Documentation published and available to professionals.</td>
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<td><strong>Extension</strong></td>
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<tr>
<td>Utilize program delivery methodologies and technologies that are resource conserving, efficient and effective, including:</td>
<td>Inventory and assessment of existing practices conducted (jointly with research staff). Preliminary results distributed to state CES staffs. (CES, SAES).</td>
<td>Results of assessment of alternative methodologies and practices utilized in CES planning in all states.</td>
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<td>- computer technology</td>
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<td>- audio, video teleconferences and telelectures</td>
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<td>- consumer newsletters specialized by audience</td>
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<td>- state-wide systems utilizing dial-access technology</td>
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<td>- mass media, including Cable TV</td>
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<td>- electronic mail</td>
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<td>- correspondence courses</td>
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<td>- use of volunteer &quot;master homemakers&quot; to answer consumer calls for information.</td>
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<tr>
<td><strong>Integration/Coordination</strong></td>
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<tr>
<td>Extend research-based information to extension professionals and others involved in family education programs.</td>
<td>Approach developed to share new information within Extension channels. (CES, SEA)</td>
<td>Documentation in hands of family education program professionals.</td>
<td>Other family education programs—Joint assessment and development of approach for sharing information. (CES, SEA, other cooperators and agencies)</td>
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</tbody>
</table>
**Program Initiative:**

A research which facilitates adaptation and use of dietary standards and recommendations (e.g., the RDA's and the Dietary Guidelines for Americans) to needs and problems of families and individuals, taking into account household practices, resource limitations, and stage in family life cycle.

**Focus Groups:**

Families as consumers.

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<tr>
<th>Targets for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
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</thead>
<tbody>
<tr>
<td>Comprehensive compilation and assessment of published research results on food and nutrition and diet as related to household food practices, resource limitations, and family life cycle; research underway on all major topics.</td>
<td>Available research examined concerning practices of families at each stage of the life cycle. Determination made of where research is inadequate (SEA and SAES task force).</td>
<td>Needed research underway. (SEA-NN &amp; SAES).</td>
<td>New data interpreted for use by professionals in education and direct family use. Needs assessed for additional or updated research.</td>
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<td></td>
<td>Develop review articles (i.e. biological, dietary practices, food composition and community) to summarize what is known (SEA and SAES task force).</td>
<td>Available information interpreted in the form of guidance for families (SAES).</td>
<td>Results of the use of guidance by professionals and families evaluated.</td>
</tr>
</tbody>
</table>
**Program Initiative:**

B. Multidisciplinary nutrition and education programs which emphasize nutrition's role in health promotion including:

1) Information to make informed food choices
2) Diet factors related to health risks
3) Ways to improve nutritional quality of food

**Focus Groups:**

Teachers and students in K-12, other educators, food industry executives. Families with special needs: (single-person households, single-parent families, multi-earner families, elderly).

**Targets for the 80's**

<table>
<thead>
<tr>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
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<tbody>
<tr>
<td>Guidance materials developed for educators and family counselors on the use of Dietary Guidelines for Americans, RDA's and nutrition labeling, that take into account household food practices, resource limitations (including physical and time limitations), and ethnic or cultural food preferences of all major population groups.</td>
<td>Assessment completed of current use of dietary materials including industry produced material, and of gaps and need for education, considering needs of ethnic and cultural groups in population. Research designed to fill gaps and needs (SAES Regional Research Committee).</td>
<td>Existing materials reviewed and updated for accuracy and pertinence. New material prepared as needed, utilizing available research. (SEA, SAES, CES task force)</td>
</tr>
</tbody>
</table>

Industry participation in development of new materials encouraged.
**Program Initiatives:**

C... home food preparation methods that reflect dietary guidance, conserve nutritional quality, are economical and energy efficient, and are acceptable to given ethnic and cultural groups.

D... development of new knowledge and tested recommendations regarding food safety—recommended handling in household, recognition of hazards.

**Focus Groups:**

- Ethnic and cultural minorities.
- Preparers of food in the home.

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<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop information to help home food handlers, including ethnic and cultural minorities, utilize appropriate food methods that will result in nutritional and safe food acceptable within their culture.</td>
<td>Technical review completed of articles on nutritional composition of foods prepared in different ways. Emphasis given to ethnic and cultural groups. Review completed of available research results on effect of home food preservation methods on nutritional quality, safety, energy, and monetary costs. Gaps in research identified (SEA-HN and Regional Research Committee).</td>
<td>Research program underway to answer questions identified as research gaps and develop more effective home practices (Regional research studies, special grants, and SEA-HN research).</td>
<td>Existing and new research interpreted for use by professionals in development of educational materials. Program materials based on validated findings produced, tested, and disseminated.</td>
</tr>
</tbody>
</table>
**EXHIBIT 15. FOOD AND NUTRITION REFERRAL SERVICES IN COMMUNITIES**

Thrust 3, Initiative E

**Program Initiative:**

- Initiation, strengthening, and coordination of existing information and referral services in communities regarding food and nutrition programs available to families.

**Focus Groups:**

- Urban residents

<table>
<thead>
<tr>
<th>Target for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and nutrition program information and referral service available in all communities.</td>
<td>Plan developed for service to be available at community, State and Federal levels. Appropriate funding or sponsoring of cooperative agencies identified, (SEA-CES task force).</td>
<td>Referral services established. Needed assessments made to support elimination of duplication in program objectives - staffing.</td>
<td>Evaluation of effectiveness of referral services completed by independent agent.</td>
</tr>
</tbody>
</table>
Thrust 3, Initiative F

Program Initiative:
Supplemental education, advanced degree programs, training, grants, graduate assistantships, research funding, designed to produce sufficient numbers of competent persons for research, education, and policy making in household food management, food science, food economics, nutrition science and education, community nutrition, and dietetics.

Focus Groups:
Academic community.

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient numbers of appropriately trained professionals available to conduct research and education programs.</td>
<td>Needs assessed for numbers of persons with graduate degree in appropriate specialties, and of types of positions available and potential employers, and of training needs.</td>
<td>Adequate supply of available professionals with needed expertise available.</td>
<td>Reassessment conducted of manpower situation and needs.</td>
</tr>
<tr>
<td>Information made known to academic community, career program guidance persons in public schools, and to private industry (task force of SEA and cooperators).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### EXHIBIT 17. NUTRITION EDUCATION NETWORKS

**Thrust 3, Initiative G**

**Program Initiative:**
6... networks to provide nutrition education, including extension, health care providers, higher education, research.

**Focus Groups:**
Concerned professionals.

<table>
<thead>
<tr>
<th>Target for the 80's</th>
<th>Two-year Targets</th>
<th>Five-year Targets</th>
<th>Ten-year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networks in place and functioning to provide nutrition education to all Americans.</td>
<td>Assessment of present methods and their purpose and duplications and gaps in delivering education to public. (SEA-SCES special study).</td>
<td>Networks established and functioning. (SEA as coordinator)</td>
<td>Reassessment completed of needs served by networks and their functioning. Recommendations developed for readjustment.</td>
</tr>
</tbody>
</table>

Plan developed for strengthening existing networks, eliminate unnecessary duplication and closing gaps. (Interagency task force including SEA, SCES, other agencies and cooperators).
EXHIBIT 18. PARENTING TO PROMOTE OPTIMUM DEVELOPMENT OF CHILDREN

Program Initiative:
A... on parenting skills that promote the optimum development of children.

<table>
<thead>
<tr>
<th>Focus Groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Child care providers</td>
</tr>
<tr>
<td>2) Single parents</td>
</tr>
<tr>
<td>3) Teenaged parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research—</td>
<td>Review of existing research completed by SAES regional research committee, gaps and data needs identified; study(s) designed to expand research base.</td>
<td>Regional and SAES research underway to generate missing information.</td>
<td>Studies completed and reported, assessment of state-of-knowledge completed and published.</td>
</tr>
<tr>
<td>Extension—</td>
<td>Present outreach to focus groups assessed by SEA-CES task force; needs (location and objectives) identified for strengthened effort; methodologies determined; potential identified for cooperative programs with other agencies.</td>
<td>CES network expanded or selectively strengthened to serve focus groups using new program materials.</td>
<td>Evaluation completed, needs assessed for program adjustments.</td>
</tr>
<tr>
<td>Higher Education—</td>
<td>Joint assessment of needs for manpower and facilities, professional education, and targeted support. Implementation underway. (SEA, SAES, CES)</td>
<td>Professionally trained persons available to meet manpower needs for teaching and research.</td>
<td>Reassessment conducted of manpower situation and needs. (SEA)</td>
</tr>
<tr>
<td>Integration/Coordination—</td>
<td>Task force (SEA, CES, SAES) review of existing program materials completed, needs for new information and program materials identified, agreement reached on responsibilities for meeting needs.</td>
<td>New program materials developed for focus groups. Materials utilize available data and are suitable to determined upon methodologies.</td>
<td>Program materials incorporating or based on new research developed and disseminated.</td>
</tr>
</tbody>
</table>
EXHIBIT 19. MANAGEMENT OF STRESS IN FAMILIES
Thrust 4, Initiative B

Program Initiative:

on how families can identify and manage the stress associated with changing social and economic conditions (e.g., inflation, employment outlooks), changes in family structure (e.g., divorce, widowhood, retirement, and other critical life events), moving, job change, unemployment.

Focus Group:
Affected families.

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research:</td>
<td></td>
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</tr>
<tr>
<td>- Develop knowledge of incidence causes and nature of stress in families and of the results of stress. Evaluate approaches to stress management, including preventive and ameliorative practices.</td>
<td>Research received and review articles prepared by SAES regional research committee; specific data needs and evaluation studies identified for regional research and special grant support.</td>
<td>Regional study underway, special grants program established. Joint SAES-CES studies underway to evaluate educational methodologies and approaches.</td>
<td>Studies completed and reported. Review and assessment of knowledge completed. Evaluation of future data needs in process.</td>
</tr>
<tr>
<td>Extension:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Establish educational programs needed by families to help them manage stress associated with changing social and economic conditions, changes in family structure and other critical life events.</td>
<td>Task force (SEA, CES) established to work with regional CES associations and subject matter specialists in States to identify specific needs for new program effort.</td>
<td>CES network to provide stress management offerings expanded and improved.</td>
<td>Have-in-place educational programs to provide information on stress management in locations of greatest need for such programs. Availability of such assistance known to potential users.</td>
</tr>
<tr>
<td>Higher Education:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide professional education needed to train educators and researchers in the area of family stress.</td>
<td>Joint assessment of needs for manpower and facilities, professional education and targeted support. Implementation underway. (SEA, SAES, CES)</td>
<td>Professionally trained persons available to meet manpower needs for teaching and research.</td>
<td>Reassessment conducted of manpower situation and needs.</td>
</tr>
<tr>
<td>Integration/Coordination:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop guidance materials, based on validated information, for use by professionals working with families.</td>
<td>Joint task force (SEA, SAES, CES) established to review available program materials, identify gaps and needs - identify needs for evaluation studies (educational methods, logic and approaches). Facilitate establishment of responsibilities for performing needed work.</td>
<td>New program materials prepared and evaluated in accordance with agreed on responsibilities, and disseminated to professionals.</td>
<td>Program materials prepared or updated on the basis of new research.</td>
</tr>
</tbody>
</table>
EXHIBIT 20. FAMILY AND COMMUNITY SUPPORT SYSTEMS
Thrust 4, Initiatives C and D

Program Initiatives:

C...the nature, extent, and contribution to family well-being of support systems (community or multi-generational family) that enable families to plan for and adjust to changes through the life cycle.

D...the impact of communities, institutions, and services on the functioning and well-being of families.

Focus Groups:

Multi-generational households, geographically mobile families, transient families.

Community and rural development planners.

<table>
<thead>
<tr>
<th>Targets for the '80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Research reviewed and review articles prepared by SAES regional research committee, specific data needs identified and regional study designed.</td>
<td>Regional study underway, special grants program established.</td>
<td>Studies completed and state-of-knowledge papers completed and published. Arrangements in place for regular updating.</td>
</tr>
<tr>
<td>Extension</td>
<td>Present outreach to focus groups assessed by SEA-CES task force. Needs (location and objectives) identified for strengthened effort. Methodologies determined; potential identified for cooperative programs with other agencies.</td>
<td>CES network expanded or selectively strengthened to serve focus groups using new program materials.</td>
<td>Continuous, reliable, research-based information and programs available. Evaluation methodology developed and programs regularly assessed. Needs assessed for program adjustments.</td>
</tr>
<tr>
<td>Higher Education</td>
<td>Joint assessment of needs for manpower and facilities, professional education, and targeted support. (SEA, SAES, CES)</td>
<td>Professionally trained persons available to meet manpower needs for teaching and research.</td>
<td>Reassessment conducted of manpower situation and needs. (SEA)</td>
</tr>
<tr>
<td>Integration/Coordination</td>
<td>Task force (SEA, CES, SAES) review of existing program materials completed, needs for new information and program materials identified, agreements reached on responsibilities for meeting needs.</td>
<td>New and updated program materials (utilizing available data) developed for focus groups, suitable to agreed upon methodologies, in accordance with agreed on division of responsibilities.</td>
<td>SEA a recognized source for program materials incorporating or based on new research developed and disseminated.</td>
</tr>
</tbody>
</table>

Focus Groups:

Multi-generational households, geographically mobile families, transient families.

Community and rural development planners.
<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop critical masses of research capability (i.e., scientists, support personnel, facilities and equipment) to meet needs for national and special purpose studies.</td>
<td>Existing literature reviewed; gaps and invalid information identified. Specific data needs identified (SEA-AR and cooperators). National survey(s) designed to meet needs of SEA and cooperators (SEA-AR). Regional and State projects designed to provide data on special populations or utilize national data in special analyses (SAES and other cooperators). Available research data reviewed, assessed, interpreted, and disseminated. (SEA)</td>
<td>National survey data collected to meet needs of SEA and cooperators; data tapes available to cooperators (SEA-AR). Regional and State projects underway (SAES and other cooperators).</td>
<td>Research completed and published. Program interpretations developed, disseminated, and implemented. Research-based materials prepared and disseminated to users of information and education programs. State of knowledge assessed and needs for additional research identified.</td>
</tr>
<tr>
<td>Develop comprehensive data and valid conclusions on major hypotheses and applied research questions.</td>
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</tr>
<tr>
<td>Interpret results for program applications.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strengthen and improve communication channels between research and education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets for the 80's</td>
<td>Two Year Targets</td>
<td>Five Year Targets</td>
<td>Ten Year Targets</td>
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</tr>
<tr>
<td>Provide opportunities and support for advanced higher education in home economics to produce needed professional expertise.</td>
<td>Manpower needs assessed for specific research or educational responsibilities or expertise. Targeted support provided for professional education.</td>
<td>Adequate supply available of professionals with needed expertise, including a significant increase in the number with advanced degrees.</td>
<td>Reassessment conducted of manpower situation and needs.</td>
</tr>
</tbody>
</table>
### EXHIBIT 23. CONSUMER INFORMATION DELIVERIES AND REFERRAL SERVICE

<table>
<thead>
<tr>
<th>Targets for the 80's</th>
<th>Two Year Targets</th>
<th>Five Year Targets</th>
<th>Ten Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building on the present cooperative extension networks:</td>
<td>Capabilities of existing networks reviewed; agencies identified with potential as cooperators; models developed and plans completed for strengthened/expanded network. (SEA-EXT and SEA cooperators).</td>
<td>Networks in process of being strengthened and expanded.</td>
<td>Expanded networks fully operational. Evaluation performed of its efficiency and effectiveness in providing information and education to focus groups. Recommendations developed for modifications, if needed.</td>
</tr>
<tr>
<td>Expand, strengthen, and maintain consumer education centers to serve focus groups.</td>
<td></td>
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</tr>
<tr>
<td>Establish, strengthen or maintain, as needed, communications links, referral services and mechanisms for cooperative or coordinated action.</td>
<td>Pilot projects in place to test efficiency of methodology to reach focus groups.</td>
<td>Improved methodology adapted to regional, state, and local need and incorporated in programming procedures.</td>
<td>Flexibility to meet new user demands effectively incorporated into programming practice.</td>
</tr>
<tr>
<td>Develop, test, and implement effective and efficient methodologies and approaches for providing information and education to focus groups.</td>
<td>Process for evaluation of program consequences in place.</td>
<td>Progress reports on program consequences being released periodically.</td>
<td>Progress reports on program consequences being released periodically.</td>
</tr>
<tr>
<td>Establish appropriate accountability for targeted programs.</td>
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</tbody>
</table>

**Notes:**
- SEA-EXT and SEA stand for State and Extension Act.
### Targets for the 80's

**USDA-approved Targets**

Assemble and collect family and consumer educational materials, including the results of home economics research, training methods, procedures, and other related materials which would be maintained in the National Agricultural Library and provided to Cooperative Extension and other interested persons.

Provide access to current research results, bibliographic data bases (AGRICOLA, ERIC, etc.), human resources directory, multimedia resources, and the Extension educational resource bibliography, computer assisted instruction teaching module directory, and action regulatory program information.

Develop information system that would provide the following management functions:
(a) Problem log of solved/unsolved problems;
(b) action line to other consumer education centers; and (c) activities and accomplishment reports.

Cooperate with other Federal and non-Federal efforts that provide information to identify common interests and retrieval support to consumer educators such as the Consumer Education Resources Network (CERN) to assure access to their information system.

**Two Year Targets**

Clearinghouse established and performing some of planned functions. (SEA-TIS)

Computer access to resources established in every state, with staff capability to access system (CES).

Design process to collect needed data and catalogue/organize for management purposes.

Communication with other agencies (Federal and non-Federal levels)

**Five Year Targets**

Clearinghouse fully functioning.

Evaluation completed of its effectiveness. Reassessment completed of needs. Recommendations developed for adjustments.

Computer access to resources established in every county, with staff capability to access system (CES) and procedures being established for direct access by users.

Reporting system in place and functioning.

Pilot efforts implemented at Federal and non-Federal levels.

**Ten Year Targets**

Clearinghouse fully functioning.

Evaluation completed of its effectiveness.

Reassessment completed of needs. Recommendations developed for adjustments.

Computerized data available to appropriate users to provide information on current program status and identify emerging problems.

Information system in place to provide research results and information to users.
### EXHIBIT 25. PROCESS: OVERVIEW

<table>
<thead>
<tr>
<th>Involvement/Assessment</th>
<th>Analysis/Development</th>
<th>Integration/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and evaluate existing research findings, including evaluation of education and research methodologies.</td>
<td>Develop and conduct research programs, to generate missing information and knowledge.</td>
<td>Assess and synthesize findings. Interpret knowledge for professionals and public policy makers.</td>
</tr>
<tr>
<td>Develop a synthesis of questions and conclusions.</td>
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<td></td>
</tr>
<tr>
<td>Identify potential for cooperative or coordinated effort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extension:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review existing mode of program delivery to and coverage of focus groups.</td>
<td>Expand education programs to reach new audiences, using new methodologies and approaches.</td>
<td>Evaluate results of education programs and resulting social and economic consequences.</td>
</tr>
<tr>
<td>Identify needs for program delivery methods and locations.</td>
<td>Examine characteristics and lifestyle of potential audience and modify delivery modes as needed.</td>
<td>Integrate new with traditional methodology to meet expanding clientele needs.</td>
</tr>
<tr>
<td>Assess potential for cooperative or coordinated effort with other providers.</td>
<td>Clarify unique role of CES to avoid duplication of service, while improving or expanding user benefit.</td>
<td>Improve and extend outreach to and resources available for target audiences.</td>
</tr>
<tr>
<td><strong>Higher Education:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine and assess present programs in light of needs for specific professional competences. Prioritize curriculum and program needs.</td>
<td>Strengthen capacities of institutions to provide highly trained professionals in needed specialties and to respond to societal needs.</td>
<td>Evaluate fulfillment of manpower needs.</td>
</tr>
<tr>
<td><strong>Integration/Coordination (a shared responsibility):</strong></td>
<td>Continuously integrate knowledge into education materials and disseminate materials.</td>
<td>Interpret knowledge for target audiences.</td>
</tr>
<tr>
<td>Inventory and assess available data and program materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify needs for new or strengthened materials and information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


22. 1979-84 Cycle for Projecting and Analyzing Research Program Adjustments with Historical Trends and Comparisons.


FOOD AND AGRICULTURAL ACT OF 1977

TITLE XIV—NATIONAL AGRICULTURAL RESEARCH, EXTENSION, AND TEACHING POLICY ACT OF 1977

SHORT TITLE

SEC. 1401. This title may be cited as the "National Agricultural Research, Extension, and Teaching Policy Act of 1977."

Subtitle A—Findings, Purposes, and Definitions

FINDINGS

SEC. 1402. Congress finds that—

(1) the Federal Government of the United States has provided funding support for agricultural research and extension for many years in order to promote and protect the general health and welfare of the people of the United States, and this support has significantly contributed to the development of the Nation's agricultural system;

(2) the agencies conducting such federally supported research were established at different times in response to different and specific needs and their work is not fully coordinated;

(3) these agencies have only been partially successful in responding to the needs of all persons affected by their research, and useful information produced through such federally supported research is not being efficiently transferred to the people of the United States;

(4) expanded agricultural research and extension are needed to meet the rising demand for food and fiber caused by increases in worldwide population and food shortages due to short-term, localized, and adverse climatic conditions;

(5) increased research is necessary to alleviate inadequacies of the marketing system (including storage, transportation, and distribution of agricultural and forest products) which have impaired United States agricultural production and utilization;

(6) advances in food and agricultural sciences and technology have become increasingly limited by the concentration upon the thorough development and exploitation of currently known scientific principles and technological approaches at the expense of more fundamental research, and a strong research effort in the basic sciences is necessary to achieve breakthroughs in knowledge that can support new and innovative food and agricultural technologies;

(7) Federal funding levels for agricultural research and extension in recent years have not been commensurate with needs stemming from changes in United States agricultural practices and, the world food and agricultural situation;

(8) new Federal initiatives are needed in the areas of—

(A) research to find alternatives to technologies based on fossil fuels;

(B) research and extension on human nutrition and food consumption patterns in order to improve the health and vitality of the people of the United States;

(C) research to find solutions to environmental problems caused by technological changes in food and agricultural production;

(D) aquacultural research and extension;

(E) research and extension directed toward improving the management and use of the Nation's natural and renewable resources in order to meet the increased demand for forest products, conserve water resources (through irrigation management, tail water reuse, desalination,
crop conversion, and other water conservation techniques; conserve soil resources, and properly manage rangelands; (F) improving and expanding the research and extension programs in home economics; (G) extension programs in energy conservation; (H) extension programs in forestry and natural resources, with special emphasis to be given to improving the productivity of small private woodlands, modernizing wood harvesting and utilization, developing and disseminating reliable multiple-use resource management information to all landowners and consumers, and the general public, wildlife, watershed, and recreational management, and cultural practices (including reforestation, protection, and related matters); (I) research on climate, drought, and weather modification as factors in food and agricultural production; (J) more intensive agricultural research and extension programs oriented to the needs of small farmers and their families and the family farm system, which is a vital component of the agricultural production capacity of this country; (K) research to expand export markets for agricultural commodities; (L) development and implementation, through research, of more efficient, less wasteful, and environmentally sound methods of producing, processing, marketing, and utilizing food, fiber, waste products, other nonfood agricultural products, and forest and rangeland products; (M) research to develop new crops, in order to expand our use of varied soils and increase the choice of nutritional and economically viable crops available for cultivation; and (O) investigation and analysis of the practicability, desirability, and feasibility of using organic waste materials to improve soil tilth and fertility, and extension programs to disseminate practical information resulting from such investigations and analyses; and (9) the existing agricultural research system consisting of the Federal Government, the land-grant colleges and universities, other colleges and universities engaged in agricultural research, the agricultural experiment stations, and the private sector constitute an essential national resource which must serve as the foundation for any further strengthening of agricultural research in the United States.

PURPOSES

SEC. 1403. The purposes of this title are to—
(1) establish firmly the Department of Agriculture as the lead agency in the Federal Government for the food and agricultural sciences, and to emphasize that agricultural research, extension, and teaching are distinct missions of the Department of Agriculture;
(2) undertake the special measures set forth in this title to improve the coordination and planning of agricultural research, identify needs and establish priorities for such research, assure that high priority research is given adequate funding, assure that national agricultural research, extension, and teaching objectives...
are fully achieved, and assure that the results of agricultural research are effectively communicated and demonstrated to farmers, processors, handlers, consumers, and all other users who can benefit therefrom;

(3) increase cooperation and coordination in the performance of agricultural research by Federal departments and agencies, the States, State agricultural experiment stations, colleges and universities, and user groups;

(4) enable the Federal Government, the States, colleges and universities, and others to implement needed agricultural research, extension, and teaching programs, including the initiatives specified in section 1402(8) of this title, through the establishment of new programs and the improvement of existing programs, as provided for in this title;

(5) establish a new program of grants for high-priority agricultural research to be awarded on the basis of competition among scientific research workers and all colleges and universities;

(6) establish a new program of grants for facilities and instrumentation used in agricultural research; and

(7) establish a new program of education grants and fellowships to strengthen training and research programs in the food and agricultural sciences, to be awarded on the basis of competition.

DEFINITIONS

SEC. 1404. When used in this title--

(1) the term "Advisory Board" means the National Agricultural Research and Extension Users Advisory Board;

(2) the term "agricultural research" means research in the food and agricultural sciences;

(3) the term "aquaculture" means the propagation and rearing of aquatic species, including, but not limited to, any species of finfish, mollusk, or crustacean (or other aquatic vertebrate), amphibian, reptile, or aquatic plant, in controlled or selected environments;

(4) the terms "college" and "university" mean an educational institution in any State which (A) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, (B) is legally authorized within such State to provide a program of education beyond secondary education, (C) provides an educational program for which a bachelor's degree or any other higher degree is awarded, (D) is a public or other nonprofit institution and (E) is accredited by a nationally recognized accrediting agency or association;

(5) the term "cooperative extension services" means the organizations established at the land-grant colleges and universities under the Smith-Lever Act, as amended; 7 U.S.C. 341-349, as amended; D.C. Code, sec. 31-172(b);

(6) the term "Department of Agriculture" means the United States Department of Agriculture;

(7) the term "extension" means the informal education programs conducted in the States in cooperation with the Department of Agriculture;

(8) the term "food and agricultural sciences" means sciences relating to food and agriculture in the broadest sense, including the social, economic, and political considerations of--

(A) agriculture including soil and water conservation and use, the use of organic waste materials to improve soil tilth and fertility, plant and animal production and protection, and plant and animal health;
(B) the processing, distributing, marketing, and utilization of food and agricultural products;
(C) forestry, including range management, production of forest and range products, multiple use of forest and range lands, and urban forestry;
(D) aquaculture;
(E) home economics, human nutrition, and family life; and
(F) rural and community development;
(9) the term "Joint Council" means the Joint Council on Food and Agricultural Sciences;
(10) the term "land-grant colleges and universities" means those institutions eligible to receive funds under the Act of July 2, 1862 (12 Stat. 503-505, as amended; 7 U.S.C. 301-305, 307 and 308), or the act of August 30, 1890 (26 Stat. 417-419, as amended; 7 U.S.C. 321-326 and 328), including the Tuskegee Institute;
(11) the term "Secretary" means the Secretary of Agriculture of the United States;
(12) except as provided in Subtitle H of this title, the term "State" means any one of the fifty States, Puerto Rico, Guam, the District of Columbia, and the Virgin Islands of the United States;
(13) the term "State agricultural experiment stations" means those institutions eligible to receive funds under the Act of March 2, 1887 (24 Stat. 440-442, as amended; 7 U.S.C. 361a-3611); and
This appendix includes a description of the existing system and an inventory of research and programs related to New Initiatives. References cited are listed at the end of the appendix.

THE PRESENT SYSTEM

EXTENSION

Nearly 4,000 county Extension home economists, located throughout the United States, inform and educate families and consumers in many subject matter areas. Extension is a traditionally a grass-roots organization. Its structure is based on the concept that grass-roots educators, close to the people, see needs and problems and respond, with the cooperation of State, land-grant universities and the U.S. Department of Agriculture. Extension is not a line agency. The Federal and State governments are in partnership to meet needs of people through programs mutually agreed on.

Home economics program delivery has emphasized information dissemination to client groups who volunteer to diffuse the knowledge and assist in helping a wider circle of interested clients develop skills and abilities in the areas of new knowledge. In many States, organized clubs have been the primary clientele and source of volunteer diffusion. Since the midfifties, increasing emphasis has been placed on working with groups with special or problem-related interests, on the use of mass media and on other newer approaches. The volunteer leader and paraprofessional approach has helped Extension home economists, including those in food and nutrition, to maximize the number of individuals and families receiving their educational materials. These approaches also reduce control over education and information by professional staff.

A recent national survey indicates that 17 million (10.1 percent of today's adult population) have participated in some aspect of the home economics Extension program (including nutrition). Among 51 percent of the respondents who reported that they had received home economics information via Extension, 23 percent said it was very useful; 19 percent, fairly useful; and 10 percent, not useful or not too useful. About half, 48 percent, could not say whether the information had been useful to them, which suggests that the information diffusion may be effective in creating awareness but not in creating change in practices. More careful focusing on both subject matter and potential clientele could increase overall effectiveness. Also, the research information base for developing relevant educational materials and determining actual needs of potential clientele is inadequate or not current.

ECOP (Extension Committee on Organization and Policy) maintains a standing Home Economists Subcommittee charged with national program oversight. In 1966, the ECOP Home Economics Subcommittee prepared its first FOCUS report (2). The report identified areas of national concern and suggested program directions, important clientele groups, and content of programming. FOCUS II (3) followed in 1974, based on new census data and reflecting the accelerated change that had occurred since 1966 in social, economic, and physical environments. The FOCUS reports were designed to provide national program direction from a broad, multi-State perspective and to show how Extension programs can contribute to resolving major national concerns related to the quality of life. However, even though FOCUS II identified many serious social and economic concerns facing the nation, the resources available to the programs were so limited that little redirection among...
the existing programs or potential clientele was possible. A stronger effort was needed to generate new resources.

Problems of inflation, energy costs, nutrition-related health concerns, and changes in lifestyle have intensified. Limiting potential clientele and program efforts to priority areas is essential. A 1979 task force report of the ECOP Home Economics Subcommittee updated the view of families' needs for information and education programs (4). Means for focusing program efforts and limiting clientele for an enhanced program were not dealt with in the 1979 task force report.

Major sources of research reports are USDA, industry, universities, and State experiment stations. More research covering broader subject matter areas and more interaction with researchers would improve effectiveness of the Extension home economics program.

TECHNICAL INFORMATION

The Technical Information System (TIS) of USDA/SEA disseminates information about agriculture and related sciences to scientists and researchers, administrators and managers, farmers, educators and to the general public. It maintains a collection of printed materials which are available through interlibrary loan, reference and bibliographic services, and a current index of articles from over 6,000 journals.

The Food and Nutrition Information and Education Resource Center of SEA-TIS is responsible for collecting and disseminating food and nutrition education material, including the results of research and training methods, to the public. The center provides journals, reports, books, and audio-visual aids. Its services include lending, reference, and computer on-line retrieval of information. Services in home economics areas other than food and nutrition are limited.

RESEARCH/

Home Economics research is conducted in some institutions throughout the United States and in USDA/SEA. Support is derived from numerous sources, but support through the land-grant system (institutions established by the Acts of 1862 and 1890) is currently the major source of continuing and stable funding in States.

Several administrative structures are used in the States to relate home economics to the agricultural experiment station and to agriculture. The most common structure is that home economics is a separate academic unit which, for research, functions in the manner of a department within the college or school of agriculture. The amount of funding support probably reflects the current position of home economics research in the priorities of the administrators of the experiment stations and 1890 college and university programs. The mean percentage of funds allocated to home economics is 2.8 percent of the total experiment station funds. The percentage ranges from zero to 11.0 percent in the 1862 land-grant institutions, the high end of the range is a small State with an active home economics research program.

In USDA, nutrition and food-related research comprises most research effort directed to home economics concerns. In addition, there are small but signifi-

1/ Based on the HERAPP report (7, pp. 107-115).
Research requires a critical mass of scientists and support staff. Home economics research suffers from the lack of adequate numbers of funded scientists and technical and clerical personnel. The scientists in home economics represent 3.6 percent of the total professional researchers in the experiment stations; this figure is biased upwards slightly by including the professional researchers in the 1890 land-grant colleges. When we calculate ratios of technical and clerical personnel to scientists, home economics fares poorly: for each researcher in the experiment station, there are 1.18 technical and 0.67 clerical persons. There are 0.62 and 0.34 of these persons for each home economics scientist. Inequality comparisons with other research areas in food and agriculture, home economics research was described by administrators as about average.

Important attributes of research requiring improvement in home economics include productivity, generation of ideas, follow through, problem identification, and research methodology. Improvements in productivity could be anticipated with additional support, since inadequate clerical and technical support limits the productivity of any scientist. However, other difficulties are not related to funding. Many of these are problems related to the development of research personnel in home economics. Both the home economics administrator of research and graduate programs and the experiment station director have responsibilities for the development of outstanding researchers and research programs in home economics.

According to experiment station and 1890 research directors, the major factor influencing research priorities is availability of funds. Inconsistencies are obvious in directors’ responses regarding factors used in setting priorities and in the allocation of funds. For example, responses suggest that perceived societal problems and needs of rural families are equivalently important to known needs of producers and processors. But, the current allocation of resources indicates clearly that this is not the case now nor has it been the case historically. Conclusions from these data reflect the premise that agricultural research has a primary mission: the production of food and fiber for the American population. Unfortunately, social problems of the American population, even the rural population, have been almost forgotten or ignored in the research program of many land-grant institutions.

HIGHER EDUCATION

Training of staff for home economics research and Extension is provided primarily through colleges and departments of home economics. Home economics as a course of study is offered currently in over 300 institutions. In 1978, institutions granted over 14,000 Bachelor’s degrees, over 2,000 Master’s degrees, and 200 Ph.D.’s. Enrollments increased somewhat during the seventies, especially in graduate programs. While a few graduate students major in general home economics, the majority of degrees (master’s and doctoral) are taken in specialized areas within the field (13). The shortage of home economists with advanced degrees, especially at the doctoral level, has been a limiting factor for several decades. This shortage currently strains capacity to meet demands for home economics research, service, and educational programs. The establishment of several new, high-quality doctoral programs within the past few years provides a capability for training additional
scientists and educators. Major new support will be required to produce the number of researchers with graduate degrees who are needed for programs in home economics.

CURRENT RESEARCH AND PROGRAMS THAT RELATE TO THE NEW INITIATIVES

INTRODUCTION

This section of the report describes current activity in research, Extension, and higher education directed toward the needs expressed in the New Initiatives and contributing to a national research effort. Since the ultimate purpose of the New Initiatives is development of proposals and recommendations to be used in the budget process, it is important to know the adequacy of programs and research in these areas at the present time in terms of funding levels, scope, and magnitude.

Part I of this section contains a review of total home economics research effort, identifying sources and levels of funding in both the private and public sectors. Total home economics research is then broken into the research problem areas that pertain to the four New Initiatives thrusts: (1) family economic stability and security, (2) energy and environment, (3) food, nutrition, and health and (4) family strengths and social environment. Funding support and scientist years in each of these thrust areas are presented for fiscal year 1976, the most recent year for which data on non-Federal support are available.

Part II contains data on USDA-supported research related to New Initiatives by thrust area and initiatives. Information is given on funding levels, funding sources, and scientist years for research relating to each New Initiative in fiscal year 1978.

Part III describes nonformal education programs in USDA—those that are part of the Cooperative Extension system and others—and summarizes available data on the level of Extension program activity relating to the New Initiatives thrusts. Non-USDA, nonformal education programs related to the New Initiatives are covered in part IV. One set of tables describes funding authority, content, scope, and magnitude of Federal programs. Another set of tables categorizes these programs in terms of primary function. Many programs related to the New Initiatives are limited in function and scope; few address the needs defined by the New Initiatives in a comprehensive, large-scale manner. Programs in the private sector were not surveyed.

PART I: TOTAL RESEARCH RELATED TO THRUSTS

Sources of Information

Two recent reports have provided the data for an overview of home economics-related research: HERAPP: Home Economics Research, Assessment, Planning and Projections (7) and Home Economics Research Project Inventory (HERPI) (6).

Research in both the HERAPP and HERPI reports is grouped according to the five mission-oriented goals set forth in National Goals and Guidelines for Research in Home Economics, quoted below (8):

Goal 1. Improve the conditions contributing to man's
Goal II. Improve the conditions contributing to man's psychological and social development.

Goal III. Improve the physical components of man's near environment.

Goal IV. Improve consumer competence and family resource use.

Goal V. Improve the quality and availability of community services which enrich family life.

The HERAPP report reviewed home economics research for fiscal year 1976, assessed the magnitude of research activity at that time, and recommended research priorities and directions for the future. Data for the HERAPP report were obtained from USDA's Current Research Information System (CRIS) and the Smithsonian Science Information Exchange System (SIES). The HERAPP inventory included all reported research classifiable under the goals and was not limited to research conducted by home economics colleges, departments, and schools.

The HERPI report, a more recent document, described home economics research in institutions of higher education for the fiscal year October 1, 1976 through September 30, 1977. Data for HERPI were obtained from a survey of 373 home economics administrators. Since other administrators were not queried, it is unlikely that all home economics-related research was reported, as it was in the HERAPP report. However, projects related to all subject areas within the home economics field, irrespective of funding or administering unit at an institution, were to be reported. The HERPI report did not include in-house research in USDA.

Methodology

Information in appendix table 1 was obtained directly from HERPI and includes all research reported by units of home economics outside the Federal Government that was in progress in 1978. Funding for research related to New Initiatives would be some portion of these totals.

Data in the HERAPP report are reported in sufficient detail to permit computation of approximate funding levels and scientist years for work related to the New Initiatives. This was accomplished by determining which "researchable problems" in the HERAPP report were related to the four New Initiatives thrusts in the same way that they were originally categorized by home economics goals. The data on funding, scientist years, and number of projects were aggregated by thrusts (appendix table 2).

Discussion of Data

Data on total home economics research from HERPI show that the largest percentage of funding support—41 percent—came from the Federal Government. State and university sources provided 38 percent; private sources, 16 percent; and miscellaneous sources, 5 percent. Appendix table 1 shows the distribution of funds within each of these categories.

Among the Federal funding sources, USDA provided nearly half (48 percent), while Department of Health, Education, and Welfare contributed another 40 percent. No research funds were reported from the...
Appendix table 1.--Funds for research conducted in home economics units (other than Federal agencies) by source (FY 1977)

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds</th>
<th>Percentage of total funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pct. 1,000 dollars</td>
<td></td>
</tr>
<tr>
<td><strong>Federal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USDA:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEA-CR</td>
<td>48</td>
<td>$3,376</td>
</tr>
<tr>
<td>Other agencies</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DHEW:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIH</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>NIMH</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NIE</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Public Health Service</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Office of Education</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>FYCD</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Subtotal</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Federal</strong></td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td><strong>State and university</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAES</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>University budget</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>State Dept. Education</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total, State and University</strong></td>
<td>100</td>
<td>38</td>
</tr>
<tr>
<td><strong>Private</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate and family</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>University and alumni</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Subtotal</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Professional organizations</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Manufacturers</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Personal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>Faculty and administrators</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Volunteers</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td>48</td>
<td>8</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total, private</strong></td>
<td>100</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22,175</td>
<td>100</td>
</tr>
</tbody>
</table>

*See appendix F. for abbreviations.

b/ Less than 1.

Appendix Table 2.—Total research on New Initiatives thrusts and research conducted in home economics units, by projects, scientist years, and funds (FY 1976)

<table>
<thead>
<tr>
<th># Thrust</th>
<th>Projects</th>
<th>Scientist years</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Number</td>
<td>Dollars</td>
</tr>
<tr>
<td>Family Economic Stability and Security</td>
<td>73</td>
<td>29</td>
<td>35.7</td>
</tr>
<tr>
<td>Energy and Environment</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Food, Nutrition, and Health</td>
<td>194</td>
<td>88</td>
<td>107.3</td>
</tr>
<tr>
<td>Family Strengths and Social Environment</td>
<td>32</td>
<td>10</td>
<td>10.4</td>
</tr>
<tr>
<td>Total</td>
<td>308</td>
<td>128</td>
<td>163.4</td>
</tr>
</tbody>
</table>

U.S. Department of Housing and Urban Development or the U.S. Department of Energy, although some home economics problem areas were within the research interests of these two Departments. USDA contributed 20 percent of the funds available for home economics research—the highest proportion of all the agencies and organizations listed. University budgets and DHEW provided the next largest proportion—16 percent each—while State agricultural experiment stations provided 13 percent. State departments of education, foundations, and other sources were minor sources of funding support.

The HERAPP data, as appendix table 1 shows, report on funding for research conducted in home economics organizational units outside the Federal Government. As such, they do not report on funds expended for home economics-related research by the USDA's former Agricultural Research Service (now SEA-AR). In FY 1977, the latter funding amounted to nearly $14 million, and included work under four national research programs: Family Use of Resources, Food Composition and Use, Food Consumption and Use, and Human Requirements for Nutrients.

Data in appendix table 1 provide information on the distribution of approximately $22 million in home economics research funds during FY 1977. These data fail, however, to indicate funding levels for research that relates specifically to the New Initiatives, because the categories used are too broad. The HERAPP report, however, does break research into problem areas that can be related to the four New Initiatives thrusts. By taking data from the problem areas and aggregating into thrusts, it is possible to get some indication of funding levels for research related to the New Initiatives in 1976. Based on this aggregation, we see that, in FY 1976, research related to the New Initiatives thrusts included 308 projects receiving $8,744,216 in funding (HERAPP). Of these, 128 projects (42 percent), receiving $3,165,325 in funding, were conducted by home economics organizational units. The largest number of home economics research projects in FY 1976 were in food, nutrition, and health (88, or 69 percent), followed by family economic stability and security (29, or 23 percent), family strengths and social environment (10, or 8 percent), and energy and environment (1, or 0.8 percent).

Although research projects conducted in home economics units accounted for 42 percent of all research classified as home economics-related projects, they accounted for only 40 percent of the total number of scientist years and 36 percent of the funding (appendix table 2). Significantly fewer resources were expended in 1976 on research conducted in home economics organizational units than total funds expended for research relating to home economics subject-matter areas. The average number of scientist-years per project was the same for both home economics-conducted projects and total projects—0.5. Total project funding was at a rate of $57,003 per scientist year while project funding in home economics organizational units alone received only $24,729 per scientist year.

PART II. USDA-SUPPORTED RESEARCH RELATED TO NEW INITIATIVES

Since the ultimate purpose of this report is to develop proposals and recommendations to be used in the USDA/SEA budget process, the SEA decision-unit structure was considered to the extent possible. A decision unit is that entity in the program structure of the agency, for which budgets are prepared and for which...
a manager makes significant decisions on the amount of spending and the scope, direction, or quality of work to be performed. It acts, not as a limiting factor, but as a focal point for relevant research projects. Data on research effort are obtained from CRIS. This system includes information on research in progress conducted or supported by the U.S. Department of Agriculture and State agricultural experiment stations, and certain other projects conducted by cooperators.

**Data Sources for Thrusts 1, 2, and 4**

The pool of research projects for these thrusts was selected by accessing from the CRIS system all reported research with some proportion of the project in Decision Unit 10: "Family and Consumer Resources." This resulted in a much larger pool of research studies than would be accessed for budget purposes. For budget preparation, only projects with primary emphasis on Decision Unit 10 would be included. Decision Unit 10 was defined by the following codes (10):

1. If Commodity is 4300 through 4800 inclusive, and the RPA is 705, 707, 801, 802, 805, or 806.
2. If Commodity is 4000 or 4100, and the RPA is 803, 804, or 907.
3. If Activity is 6400 and the Commodity is not 600, 3600, or 3900.

The total pool for Thrusts 1, 2, and 4 was made up of about 750 research projects. These projects were examined individually, and a determination was made as to whether the project should be included in the inventory, and, if so, to which initiative it should be allocated. This allocation was checked by an independent review. Only projects that appeared, based on objectives and approach, to be more than 50 percent related to the initiative, were selected. Selection on the basis of New Initiatives identified 184 projects (appendix table 3).

**Data Sources for Thrust 3**

Research inventory data reported in the 1980 Joint Council on Food and Agricultural Sciences report, Research, Extension and Higher Education in Human Nutrition (5), were used as the primary data source for Thrust 3. However, that report did not include research in the areas of food preparation and food safety, which are part of the initiatives under Thrust 3. These research reports were obtained by accessing the following CRIS categories:

- **RPA (Research Problem Area) 704**: Home and Commercial Food Service
- **Activity 5800**: Identification, Measurement, and Maintenance of Quality.
- **Activity 5900**: Improving Economic and Physical Efficiency in Marketing.
- **Activity 6300**: Nutritional Values, Consumption Patterns, and Eating Quality of Foods.

Thirty-six research projects were allocated to New Initiatives by the same procedure that was described previously.

**Discussion of Data**

Appendix tables 4, 5, and 6 contain quantitative data on funding and scientist years that were obtained by summing the data for all the research projects in each initiative category for thrusts 1, 2, 3, and 4 as identified in appendix table 3.
Appendix table 3.—Research projects related to New Initiatives by thrust and initiative

<table>
<thead>
<tr>
<th>Thrust</th>
<th>Initiative</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Economic Stability and Security</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Energy and Environment</td>
<td>A</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>F</td>
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<tr>
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<td>G</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Food, Nutrition, and Health</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>7</td>
</tr>
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<td></td>
<td>D</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Family Strengths and Social Environment</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>15</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>184</td>
</tr>
</tbody>
</table>

Research related to the New Initiatives receiving USDA support in FY 1978 totaled $6,541,381, including 87.6 scientist years (appendix table 4). Total funds expended on Family Economic Stability and Security and Family Strengths and Social Environment were about the same—slightly more than $2 million each—while Food, Nutrition, and Health received $1.4 million. Energy and Environment was funded at the lowest level—less than $1 million.

Funding per scientist year amounted to $66,274 for Family Economic Stability and Security; $106,407 for Energy and Environment; $87,180 for Food, Nutrition, and Health; and $67,361 for Family Strengths and Social Environment. Average funding per scientist year was $74,673. Home economics research in FY 1976 that was detailed in the HERAPP received a mean of $51,540 per scientist year. However, the report used a figure of $100,000 per scientist year as a basis for projecting future funding needs.

SEA in-house and SEA-supported research related to the New Initiatives received $2.3 million in FY 1978, and $480,000 from other Federal sources for a total of $2.8 million (appendix table 5). Most of the SEA funding—$1.3 million—came from Cooperative Research Hatch funds. Other funds came from the Human Nutrition Center (HNC), Agricultural Research (AR), 1890 funds, and Title V Rural Development funds. None of these research projects reported funds from non-Federal sources.

Of the total number of scientist years for New Initiatives, 70.3 (80 percent) were provided by State agricultural experiment stations (SAES) and other cooperating institutions (appendix table 6). This is true because projects receiving Hatch or 1890 funds are staffed by State, not Federal, personnel. Scientist years funded by USDA made up the remaining 20 percent of the total, and included people from Agricultural Research, Human Nutrition Center, and other USDA units.

The largest number of scientist years appeared in the Family Strengths and Social Environment thrust (31.1), all of which were provided by SAES or other cooperators, and the Family Economic Stability and Security thrust (31.2); Food, Nutrition, and Health came next with 21.3 scientist years, and Energy and Environment was lowest with 9.0 scientist years.

The thrusts, Family Economic Stability and Security and Family Strengths and Social Environment, received the most support in funding levels and scientist years. Food, Nutrition, and Health (as it relates to the New Initiatives) received somewhat less support; and Energy and Environment received the least. In terms of funding per scientist year, however, Energy and Environment received the highest level of support, with Family Economic Stability and Security and Family Strengths and Social Environment at the lowest level—far less than the funding per scientist year recommended in the HERAPP report.
Appendix table 4.—Scientist years and funds expended for research receiving USDA support in FY 1978 by thrust and initiative*

<table>
<thead>
<tr>
<th>Thrust and initiative</th>
<th>Scientist years</th>
<th>Funds</th>
<th>USDA</th>
<th>Other Federal</th>
<th>Non-Federal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Dollar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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### Appendix table 5.—Expenditures for research in FY 1978 by thrust and initiative

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Appendix table 5.—Expenditures for research in FY 1978 by thrust and initiative—Continued

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1/ Components of Science and Education Administration (SEA).
2/Funds administered by SEA.
3/Title V Rural Development Funds.
Appendix table 6 -- Scientist years for SEA-supported research in FY 1978 by thrust, initiative, and agency

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1/ Components of Science and Education Administration.

2/ State Agricultural Experiment Stations and other institutions.
Appendix table 6 — Scientists years for SEA-supported research in FY 1978 by thrust, initiative, and agency—Continued

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<td>31.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>.8</td>
<td>8.3</td>
<td>8.2</td>
<td>17.3</td>
<td>70.3</td>
<td>87.6</td>
</tr>
</tbody>
</table>

1/ Components of Science and Education Administration.

2/ State Agricultural Experiment Stations and other institutions.
PART III. USDA ACTIVITIES RELATED TO
THE NEW INITIATIVES

COOPERATIVE EXTENSION ACTIVITIES

This inventory covers four aspects of Extension especially relevant to the New Initiatives: programs, staff and funding levels, professional preparation of staff, and client participation.

Programs

Extension home economics programs are directed to families and individuals to enhance their social and economic well-being through six program objectives:

(1) To improve food and nutrition knowledge and practices related to:

--physical and mental health
--planning, selecting, purchasing, preparing, safe handling, storage, and home preservation of food

(2) To improve consumer competence and behavior concerning:

--family financial management and security (decisions to buy, invest, save, and extend the usefulness of material and human resources)

(3) To improve acquisition and maintenance of safe, satisfying, and affordable housing, furnishings, and equipment, including:

--analysis of housing fit for intended use
--efficient management of space, facilities, and scarce resources (for example, energy and water) within the environment in and around the home

(4) To create and guide effective human development through:

--family relationships and child rearing practices
--changing roles of family members and lifestyle adjustments

(5) To improve selection, use, construction, renovation, and care of textiles, including:

--clothing for personal use
--household softwares--linens, carpets, draperies, upholstery

(6) To improve family health and safety practices by:

--preventing illness and accident

3/ Sources of data used in this Extension Inventory came from EMIS: Extension Management Information System (11), which includes both statistical and annual narrative report summaries; National Extension Homemaker Council Survey, 1979-80 (12); and reports of the ECOP Subcommittee on Home Economics (2,2,4).
creating a better understanding of environment, nutrition, and physical, mental, and social factors, and needed action.

Prior to the national workshop for State Leaders of Home Economics held in November 1978, an informal survey was made to identify current characteristics of State programs. Responses should not be seen as exhaustive. They indicate program focus and direction as perceived by leaders who direct and manage programs at the State level. Current effort (1978), priorities for FY 1979, and projected future program direction are summarized in appendix table 7. The data reveal some programs relating to New Initiatives that might be expanded or redirected. In other categories related to New Initiatives, little or no effort appears.

Annual narrative reports of accomplishment from four States, one per region, have been summarized to display current (1979) status of programs related to New Initiatives (exhibits 27-30). The activities do not reflect the total extent of program efforts, but those activities selected for closest fit to thrust areas. In these exhibits, are reflected specific delivery modes and processes for Montana, Massachusetts, Iowa, and Arkansas.

Staff and Funding Levels

The EMIS Annual Report Summary provides data on home economics programs by major components, but not in sufficient detail to categorize by the proposed New Initiatives. In 1979, 3,977 staff years were expended by professionals in home economics (appendix table 8). The SEA portion of the Smith-Lever formula funding amounted to $59,375 million. Based on a 40/60 ratio of Federal/State funding, approximately $37,324 were expended per staff year for professional home economists.

Eighty percent of all paraprofessional staff years were expended in Expanded Food and Nutrition Programs (EFNEP) and were federally funded. Twenty percent of the 4,048 paraprofessional staff years were supported from non-Federal funds. Funding per paraprofessional staff year is estimated to be $9,000.

Professional Preparation of Extension Personnel

The broad range of home economics subject matter influences the professional preparation of staff, especially at the county level. Most county Extension Home Economists (EHEs) (87 percent) have a degree in general home economics. The preference for EHEs with majors in general home economics rather than specialized areas within home economics reflects the need for staff who can handle multiple problems of interrelated subject matter. Problems of families are seldom limited but contain overlapping areas which must be recognized and resolved. Dealing with multiple facets of family problems is a feature unique to Extension home economics education. State specialists, who generally have graduate training in home economics or related area, provide in-service training, educational materials, and other kinds of expert support to county personnel.

Educational preparation of professional Extension staff in October 1978 is summarized in appendix table 9. There has been little change in recent years in the 2:1 ratio of undergraduate to advanced degrees. The concentrations of graduate study in general degrees at the Master's level probably reflect lack of accessible institutions offering specialized programs and lack of support available for students pursuing advanced degrees. In addition, policies on leave...
Appendix table 7 -- Number of Cooperative Extension State leaders reporting current and future programs corresponding to New Initiatives

<table>
<thead>
<tr>
<th>New initiative by thrust</th>
<th>Current effort (FY 1978)</th>
<th>Planned priority program (FY 1979)</th>
<th>Perceived need, future FY's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Economic Stability and Security:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Resource Decisions</td>
<td>8</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>B. Optimizing Income</td>
<td>8</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>C. Policy Assessment</td>
<td>9</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>D. Property Management</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Energy and Environment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Conservation Practices</td>
<td>21</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>B. Consumption Patterns</td>
<td>6</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>E. Energy Expenses</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>F. Emergencies</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Food, Nutrition, and Health:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Nutrition, Education</td>
<td>25</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>C. Home Food Preparation</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>D. Food Safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>E. Information Services</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Family Strengths and Social Environment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Parenting Skills</td>
<td>8</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>B. Stress Management</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>C. Support Systems</td>
<td>15</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

Note: Informal survey of State leaders, 1978.
### Appendix table 8 -- Time and budget for Extension home economics programs (FY 1979)

<table>
<thead>
<tr>
<th>Item</th>
<th>Time expended</th>
<th>Percentage of staff years</th>
<th>Federal budget Million dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Staff years</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td><strong>State Extension professional staff:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Nutrition (nonadult)</td>
<td>859.0</td>
<td>21.7</td>
<td>12,825</td>
</tr>
<tr>
<td>Food and Nutrition (adult)</td>
<td>775.7</td>
<td>19.5</td>
<td>11,578</td>
</tr>
<tr>
<td>Family Resource Management</td>
<td>600.5</td>
<td>15.1</td>
<td>8,966</td>
</tr>
<tr>
<td>Family Life/Child Development</td>
<td>536.9</td>
<td>13.5</td>
<td>8,016</td>
</tr>
<tr>
<td>Housing and Home Environment</td>
<td>636.3</td>
<td>16.0</td>
<td>9,500</td>
</tr>
<tr>
<td>Farm Health and Safety</td>
<td>182.9</td>
<td>4.6</td>
<td>2,731</td>
</tr>
<tr>
<td>Textiles and Clothing</td>
<td>385.8</td>
<td>9.7</td>
<td>5,759</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,976.9</strong></td>
<td><strong>100.0</strong></td>
<td><strong>59,375</strong></td>
</tr>
<tr>
<td><strong>Paraprofessional staff:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFNEP, Federally Funded</td>
<td>3,365.7</td>
<td></td>
<td>35,648</td>
</tr>
<tr>
<td>EFNEP, Non-federally funded</td>
<td>89.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>592.9</td>
<td></td>
<td>3,425</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,047.9</strong></td>
<td></td>
<td><strong>39,073</strong></td>
</tr>
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</table>

Appendix table 9 — Degrees held, by subject matter category, Extension home economics staff, FY 1978

<table>
<thead>
<tr>
<th>Category</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Life/Child Development</td>
<td>73</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>125</td>
<td>73</td>
<td>8</td>
</tr>
<tr>
<td>Family Economics</td>
<td>51</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>113</td>
<td>108</td>
<td>22</td>
</tr>
<tr>
<td>Home Economics (Education)</td>
<td>1,381</td>
<td>770</td>
<td>53</td>
</tr>
<tr>
<td>Home Economics (General)</td>
<td>1,560</td>
<td>743</td>
<td>54</td>
</tr>
<tr>
<td>Housing and Equipment</td>
<td>12</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Fine Arts/Textile Design</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health Education</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Extension Education</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,296</strong></td>
<td><strong>1,771</strong></td>
<td><strong>153</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>63</strong></td>
<td><strong>34</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

for professional study vary from lenient to restricted.

Scope of Client Participation

Client participation begins with program planning in a process designed to define programs that are responsive to local, State, and national socioeconomic needs, problems, and wants. Extension home economics and nutrition program development processes provide clients a voice in decisions on programs offered to them. Programs are planned with professional assistance from county, State, and Federal subject matter specialists and administrators. The planning process is continuous.

Resulting county program plans are formalized and submitted for review, approval, summarization, and aggregation into a State plan of work. State plans are submitted for review and approval at the Federal level.

Almost every county has one or more councils or program development boards. There were 5,376 county councils reported for FY 1978, with 76,047 active participants, mostly clients. Slightly more than 10 percent were members of minority groups. In addition, minority ad hoc committees frequently help to represent and identify target clientele and problems. Community perspective is provided by other agency staff who provide services or resources to families, by elected county leaders and officials, and by other professionals.

Information and trend data on State and national issues, directions, and situations are provided by State staff through county Extension home economists, advisory councils, and boards; assess local needs and establish program priorities. A national summary of active citizen councils, boards, and committees in home economics and nutrition program development processes grouped by race indicates the grassroots orientation of Extension programming (appendix table 10).

Further information about characteristics of planning group members appears in the National Extension Homemaker Council Survey, 1979-80 which has demographic data gathered through a random sampling of counties in affiliated States (appendix table 11). This information helps in understanding the present and future role of voluntary leadership in Extension programming and information dissemination.

In 1979, 487,488 club members were affiliated with the National Extension Homemakers Council (NEHC). In addition, an estimated 200,000 members are active in States not affiliated with NEHC. These data were summarized from a random sample survey completed in the spring of 1980 (12).

Homemaker Club members are (and have been) a major source of volunteer leadership for Extension programs and users of educational programs. A profile of membership suggests direction and redirection possible for this user/leader audience:

Forty-seven percent lived in towns and cities over 50,000, and 15 percent lived in towns under 50,000.

Three of every four homemakers were employed either full- (40 percent) or part-time (36 percent).

Twenty percent of the membership had an annual income of under $5,000; another 20 percent, over $25,000.
Appendix table 10 -- Selected characteristics of councils, boards, or committees assisting with organization, planning, conduct, and evaluation of home economics Extension programs, FY 1978 1/.

<table>
<thead>
<tr>
<th>Item</th>
<th>State</th>
<th>Area</th>
<th>County</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Councils and boards</td>
<td>127</td>
<td>253</td>
<td>5,376</td>
<td></td>
</tr>
<tr>
<td>Composition 2/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1,900</td>
<td>2,519</td>
<td>67,155</td>
<td>71,574</td>
</tr>
<tr>
<td>Black</td>
<td>166</td>
<td>184</td>
<td>6,376</td>
<td>6,726</td>
</tr>
<tr>
<td>Spanish Surname</td>
<td>35</td>
<td>24</td>
<td>1,082</td>
<td>1,141</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>11</td>
<td>675</td>
<td>690</td>
</tr>
<tr>
<td>Oriental</td>
<td>1</td>
<td>1</td>
<td>625</td>
<td>627</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0</td>
<td>134</td>
<td>137</td>
</tr>
<tr>
<td>Total</td>
<td>2,109</td>
<td>2,739</td>
<td>76,047</td>
<td>80,895</td>
</tr>
<tr>
<td>Meetings held</td>
<td>211</td>
<td>604</td>
<td>18,229</td>
<td>19,044</td>
</tr>
</tbody>
</table>

1/45 States reported active councils, boards, or committees.

2/Active members -- members who carry out their responsibilities, including attendance at half or more of the meetings.


<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Membership Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence:</td>
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</tr>
<tr>
<td>Rural, nonfarm</td>
<td>27</td>
</tr>
<tr>
<td>Rural, farm</td>
<td>26</td>
</tr>
<tr>
<td>Towns (2,500–9,999)</td>
<td>17</td>
</tr>
<tr>
<td>Cities (10,000–49,999)</td>
<td>15</td>
</tr>
<tr>
<td>Cities (50,000 and over)</td>
<td>15</td>
</tr>
<tr>
<td>Employment:</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>40</td>
</tr>
<tr>
<td>Part-time</td>
<td>36</td>
</tr>
<tr>
<td>At home</td>
<td>24</td>
</tr>
<tr>
<td>Family income:</td>
<td></td>
</tr>
<tr>
<td>Less than $5,000</td>
<td>20</td>
</tr>
<tr>
<td>$5,000–$14,999</td>
<td>34</td>
</tr>
<tr>
<td>$15,000–$24,999</td>
<td>25</td>
</tr>
<tr>
<td>$25,000 and above</td>
<td>21</td>
</tr>
<tr>
<td>Membership tenure:</td>
<td></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>10</td>
</tr>
<tr>
<td>1–9 years</td>
<td>47</td>
</tr>
<tr>
<td>10–19 years</td>
<td>19</td>
</tr>
<tr>
<td>20–49 years</td>
<td>22</td>
</tr>
<tr>
<td>50 and over</td>
<td>2</td>
</tr>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Under 20</td>
<td>.3</td>
</tr>
<tr>
<td>20–29</td>
<td>8.2</td>
</tr>
<tr>
<td>30–39</td>
<td>17.3</td>
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<tr>
<td>40–54</td>
<td>25.6</td>
</tr>
<tr>
<td>55–69</td>
<td>30.9</td>
</tr>
<tr>
<td>70 and over.</td>
<td>17.7</td>
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<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>Some high school</td>
<td>25</td>
</tr>
<tr>
<td>4 years of high school</td>
<td>38</td>
</tr>
<tr>
<td>Beyond high school</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: (12).
Most members (57 percent) had been members less than 10 years; almost one-fourth had belonged over 20 years.

Slightly more than half the membership was under 55 years of age; 17 percent was over 70.

Members were well educated, with 65 percent having completed high school; half had additional training.

Members shared information with persons under 35 years of age (41 percent), but were more apt to share it with those over 35, with an outreach of about 30 per member.

Programs on health and aging were the community services which members most frequently talked about with others.

Client participation as recipients of information or education was measured by the number of contacts (letters or telephone calls, attendance at meetings, and so on) between Extension personnel and the clients. This is not the same as number of clients who participated, as a single client may have made several contacts.

Appendix table 12 compares client contact by racial/ethnic group for FY 1975 and 1979. Gains in minority participation exceeded the overall increase in participation; Hispanic participation almost doubled, and Black participation increased 2.5 percent.

Appendix table 13 contains data on estimated expenditure of time and number of racial/ethnic contacts in Extension home economics by New Initiatives thrusts and individual initiatives, categorized from EMIS data. About one-third of all effort reported in FY 1976 is allocated to areas not reported in this table. The data indicate areas where a strong program base exists both in content and outreach to clientele. In others, for example, energy and environment, areas for expansion are readily visible. More resources have probably been redirected to certain initiatives.

OTHER USDA NONFORMAL EDUCATION PROGRAMS

Several units in USDA, such as the Forest Service and the Economics and Statistics Service, produce publications; however, the food, nutrition, and health thrust appears to be—the only one in which there are large-scale, informal education programs within USDA outside the Cooperative Extension Service. 5/ Food and nutrition programs were described in detail in recent reports (5, 9, 20).

The Nutrition Education and Training Program (NET), for example, was established in 1977 to teach good nutrition habits and fundamentals of nutrition to children, parents, educators, and food service personnel. USDA Food and Nutrition Service administers NET through grants to State educational agencies, and NET was funded at $26 million in FY 1979.

The laws authorizing USDA's Supplemental Food Program for Women, Infants, and Children (WIC) call for States to prepare annual nutrition education plans describing the manner in which they will provide nutrition education to the WIC target audience. The laws require that nutrition education expenditures equal at least one-sixth of the State agency's total administrative expenditures. In FY 1980, the WIC program included 79

4/ Based on data from Federal Food, Nutrition and Agriculture Programs (20).
### Appendix table 12 — Contacts of home economics Extension staff with clients, by racial/ethnic groups, FY 1975 and FY 1979

<table>
<thead>
<tr>
<th>Racial/ethnic group</th>
<th>1975</th>
<th>1979</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thousands</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>23,403.8</td>
<td>22,273.3</td>
</tr>
<tr>
<td>Black</td>
<td>3,333.3</td>
<td>4,184.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>234.9</td>
<td>265.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>575.1</td>
<td>1,144.8</td>
</tr>
<tr>
<td>Asian (other)</td>
<td>358.7</td>
<td>120.8</td>
</tr>
<tr>
<td>Total</td>
<td>27,906.7</td>
<td>27,898.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years</td>
<td>White</td>
<td>Black</td>
<td>American Indian</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Initiative A</td>
<td>216.19</td>
<td>2,318,215</td>
<td>141,597</td>
<td>12,576</td>
<td>33,321</td>
</tr>
<tr>
<td>Initiative B</td>
<td>274.78</td>
<td>2,762,340</td>
<td>391,549</td>
<td>12,796</td>
<td>44,122</td>
</tr>
<tr>
<td>Initiative C</td>
<td>159.65</td>
<td>1,505,160</td>
<td>144,958</td>
<td>17,321</td>
<td>31,163</td>
</tr>
<tr>
<td>Initiative D</td>
<td>92.65</td>
<td>703,160</td>
<td>133,894</td>
<td>2,546</td>
<td>18,291</td>
</tr>
<tr>
<td>Subtotal</td>
<td>743.27</td>
<td>7,288,881</td>
<td>811,998</td>
<td>45,239</td>
<td>126,897</td>
</tr>
<tr>
<td>Initiative A</td>
<td>159.01</td>
<td>934,663</td>
<td>152,289</td>
<td>6,339</td>
<td>13,133</td>
</tr>
<tr>
<td>Initiative B</td>
<td>20.61</td>
<td>122,735</td>
<td>29,600</td>
<td>736</td>
<td>3,217</td>
</tr>
<tr>
<td>Initiative D</td>
<td>205.86</td>
<td>1,447,558</td>
<td>184,326</td>
<td>18,530</td>
<td>36,258</td>
</tr>
<tr>
<td>Initiative F</td>
<td>3.53</td>
<td>43,080</td>
<td>4,528</td>
<td>24</td>
<td>1,342</td>
</tr>
<tr>
<td>Initiative G</td>
<td>27.09</td>
<td>323,611</td>
<td>10,799</td>
<td>1,361</td>
<td>5,421</td>
</tr>
<tr>
<td>Subtotal</td>
<td>416.10</td>
<td>2,871,435</td>
<td>381,742</td>
<td>27,040</td>
<td>59,375</td>
</tr>
<tr>
<td>Initiative E</td>
<td>489.08</td>
<td>2,575,172</td>
<td>676,641</td>
<td>30,102</td>
<td>223,855</td>
</tr>
<tr>
<td>Initiative C</td>
<td>228.25</td>
<td>1,780,404</td>
<td>407,512</td>
<td>14,193</td>
<td>23,085</td>
</tr>
<tr>
<td>Initiative D</td>
<td>174.24</td>
<td>1,488,543</td>
<td>235,425</td>
<td>6,116</td>
<td>23,483</td>
</tr>
<tr>
<td>Subtotal</td>
<td>891.57</td>
<td>5,844,119</td>
<td>1,319,678</td>
<td>50,719</td>
<td>270,423</td>
</tr>
<tr>
<td>Initiative A</td>
<td>112.19</td>
<td>651,640</td>
<td>68,488</td>
<td>9,100</td>
<td>16,670</td>
</tr>
<tr>
<td>Initiative B</td>
<td>228.76</td>
<td>1,382,022</td>
<td>160,401</td>
<td>17,947</td>
<td>22,668</td>
</tr>
<tr>
<td>Initiative C</td>
<td>8.89</td>
<td>62,973</td>
<td>5,708</td>
<td>260</td>
<td>1,193</td>
</tr>
<tr>
<td>Subtotal</td>
<td>349.84</td>
<td>2,096,635</td>
<td>234,597</td>
<td>27,307</td>
<td>30,531</td>
</tr>
<tr>
<td>Total</td>
<td>2,400.78</td>
<td>18,101,070</td>
<td>2,748,015</td>
<td>150,305</td>
<td>187,226</td>
</tr>
</tbody>
</table>


\(^1\) Revision of Extension Management Information System after 1976 eliminated reporting detail on which this table is based.
State agencies, 1,500 local agencies, and 6,000 clinics, and served an estimated 1.85 million people.

USDA's Community, Supplemental Food Program (CSFP) also includes the cost of nutrition education as a component of overall program administrative costs. This program consists of 11 State agencies and serves about 100,000 people.

Other activities in USDA provide for the dissemination of nutrition information. The Food and Nutrition Service has recently awarded a contract for the development of television messages and other mass media materials to encourage informed choices of snack foods.

PART IV. RELATED INFORMAL EDUCATION PROGRAMS OTHER THAN USDA PROGRAMS

Methodology

The purpose here is to indicate the type of nonformal education currently underway relating to the New Initiatives, and the scope and magnitude of those education programs. Since it would be impossible to survey all activities nationwide in both the public and private sector, it was decided that nonformal education programs in major Federal agencies would be emphasized—especially ongoing programs, as opposed to pilot programs or those funded by short-term grants. The following selection criteria were used:

1. Programs relate either directly or indirectly to the New Initiatives.

2. Programs are directed primarily to an adult audience.

3. Programs' major focus is nonformal education of lay persons.

4. Programs are long-term or ongoing rather than demonstration or pilot projects.

Programs are categorized on the basis of the four New Initiatives thrusts: family economic stability and security; energy and environment; nutrition, food, and health; and family stability and social environment. In some cases the exhibits are divided into two categories: programs directly related to the New Initiatives and programs indirectly related to the New Initiatives.
Programs in Family Economic Stability and Security

There are few large-scale, nonformal education programs relating to the new initiative for family economic stability and security in Federal agencies outside USDA. The most ambitious program is the Consumers' Education Program of the U.S. Department of Education, a combination of grants and contracts that received $3.601 million in FY 1979 (exhibit 31). Both the Consumer Education Resource Network (CERN) and Consumers' Education Radio public service announcements have resulted from the contract activities of the Consumers' Education Program. Many small projects, financed through grants, cover such topics as health services, financial management, consumer education for the elderly, and use of energy.

Although most of the activities of the Community Services Administration (CSA) cannot be interpreted as nonformal education programs, it should be recognized that nonformal education is one component of the agency's approach to the alleviation of poverty. Through its network of Community Action Agencies (CAAs), CSA provides the opportunity for low-income persons, local government representatives, and representatives of the private sector to work together in designing, operating, and evaluating programs to address the problems of poverty at the local level. Low-income participants develop advocacy skills so they can work on problems that affect them directly, and make best use of available resources. The Community Action Program reaches 86 percent of the poverty population and administers more than $3 billion in anti-poverty programs. What part of this effort is nonformal education cannot be determined, since the education function is integral and neither planned nor budgeted separately. Nationally, CSA promotes the pooling of Federal resources through interagency agreements for cooperative programs, some of which may also have an education component.

Considerable local activity is occurring in consumer education by nonprofit groups. The Joint Council on Economic Education, for example, is a nonprofit educational organization aimed at improving the level of economic decisionmaking through formal education and informal, community-oriented programs. The Joint Council works through 49 State-affiliated councils and 200 centers for economic education at colleges and universities. Although much of the Joint Council program is oriented toward formal education programs in schools and colleges, its affiliates have engaged in informal programs with such groups as the League of Women Voters, 4-H, and the Economic Education Foundation for Clergy.

Programs in Energy and Environment

Informal education programs related to energy and environment are found in several Government agencies (exhibit 32). Such programs also exist in Government corporations and private organizations. We made no attempt to develop a comprehensive list of nongovernment programs, but a few cases will illustrate the type of activity. The Center for Ecological Technology, a nonprofit, scientific and educational organization, addresses problems of energy conservation and alternative sources, self-sufficient food production, and nonpolluting waste disposal methods. Through workshops, a hot line, a library, and individual consultation, it provides technical assistance and information to residents of Pittsfield and Berkshire, Massachusetts.
The National Science Foundation, through its Science for Citizens programs, sponsors forums, conferences, and workshops that provide information to foster more informed community debate on policy-issues involving science and technology. These programs are presented nationwide through local community nonprofit groups.

The U.S. Department of Energy (DOE) also provides funds to public interest, public service, and labor groups to carry out energy education. These grant-supported activities are conducted nationwide, but all segments focus on the local community. Delivery mechanisms include such organizations as the League of Women Voters, United Steelworkers of America, Alliance to Save Energy, National Council of Churches, National Urban League, and Rural America, Inc. This program has an estimated funding in FY 1980 of $700,000.

The Energy Division of the Office of Community Action, CSA, also works through local agencies to provide information on energy conservation, especially to low-income persons, including the elderly. Estimated FY 1980 funding is $500,000.

Finally, the Department of Energy has several funding categories that do not involve specific programs, but produce the materials necessary for the dissemination of energy information such as:

<table>
<thead>
<tr>
<th>Program</th>
<th>Estimated funding (FY 1980)</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisual branch</td>
<td></td>
<td>400,000</td>
</tr>
<tr>
<td>Exhibits branch</td>
<td></td>
<td>1,500,000</td>
</tr>
<tr>
<td>Press services program</td>
<td></td>
<td>160,000</td>
</tr>
<tr>
<td>Publications branch</td>
<td></td>
<td>289,000</td>
</tr>
<tr>
<td>Special programs</td>
<td></td>
<td>20,000</td>
</tr>
</tbody>
</table>

Much of the energy outreach function of DOE's Energy Extension Service is performed by the Cooperative Extension Service. The Cooperative Extension Services in 29 States are currently receiving DOE funding for energy outreach programs. In 17 of these States, more than one-half of the DOE funds allocated for that State go to the CES as the performing agents. In three of these States, the CES conducts the entire DOE-funded program.

As exhibit 32 suggests, many programs related to energy and environment have been developed since the Energy Extension Service Act was passed in 1977. However, most of the programs seem to be oriented toward educating the consumer in the areas of energy conservation and alternative energy sources. Few education programs seem to be dealing with the matter of tradeoffs in family nutrition and health, home safety and sanitation, family economic and social well-being, and other aspects of family functioning, or with the effects of energy conservation measures on quality of family life. A new housing counseling program in the Department of Housing and Urban Development and programs resulting from the Energy Extension Service/Cooperative Extension network are intended to include analysis of tradeoffs. It appears that many current energy
programs are dealing with the technology of energy, but are not educating consumers in energy conservation as addressed by the New Initiatives.

Programs in Food, Nutrition, and Health

The Department of Health and Human Services includes nutrition education in many programs, but because such education is part of other services, it is hard to measure the magnitude of the effort in nutrition education. Parts of the Public Health Service include nutrition education. Programs in the Bureau of Community Health Services and the Indian Health Service of the Health Services Administration; the National Heart, Lung and Blood Institute of the National Institutes of Health; the Center for Disease Control; and the Food and Drug Administration are examples. Nutrition education can be found in varying degrees in programs (congregate meals and Meals-on-Wheels) for the elderly sponsored by the Administration on Aging and in nutrition services for Head Start children, parents, and staff sponsored by the Administration for Children, Youth and Families. Nutrition education is also offered with dietetic services provided by the Veterans' Administration (VA), where the program includes nutrition education for patients, families, and care-givers, and in-service training for food service personnel in VA hospitals.

As short-term pilot or demonstration projects, nutrition education programs may lay the groundwork for a more comprehensive program in the future or provide information to be used by other agencies in other programs. CSA has two primary aims in the area of food and nutrition: to develop the advocacy capacity of the poor and to develop innovative techniques for delivering food and nutrition information to the poor. CSA supports demonstration projects such as one in Broward County, Florida, which has developed a computer system for analyzing local food prices to provide comparison shopping information to the poor. Typically, a project like this is developed and "spun off" to another agency, such as CES, for full implementation. CSA also allocates from $750,000 to $800,000 a year for Regional Community Food and Nutrition Technical Assistance Projects that organize conferences and training sessions to help low-income people develop advocacy skills.

At least three CSA programs have a nutrition education component, although a minor part of their total effort. One program is devoted exclusively to advocacy and innovation in regard to nutrition education. These CSA programs are as follows:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Funds obligated</th>
<th>Dollars for educational activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Research and Action Committee</td>
<td>32,250</td>
<td>5</td>
</tr>
<tr>
<td>Children's Foundation</td>
<td>35,000</td>
<td>5</td>
</tr>
<tr>
<td>Community Nutrition Institute</td>
<td>37,500</td>
<td>15</td>
</tr>
<tr>
<td>Council on Children, Media, And Merchandising</td>
<td>49,887</td>
<td>100</td>
</tr>
</tbody>
</table>

Dollars

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

105
Another example of a demonstration project is *Foods for Health*, a year-long pilot program of the National Heart, Lung and Blood Institute (NHLBI), which provided nutrition information in a grocery store setting. In this case, materials produced by the project are available for use by other agencies and organizations. The NHLBI has also engaged in some smaller pilot projects that provided an experimental setting for determining the effectiveness of nutrition education strategies. One such project—*Food for Thought Game*—involved a card game format to provide nutrition information to consumers in a cafeteria line. Another project supplied nutrition information on vending machines. As is being done in the *Foods for Health* experiment, these programs have been evaluated for their effectiveness in disseminating nutrition information. The card game has also been made available for public use.

Section 1405 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 designates USDA as the lead agency of the Federal Government for human nutrition research. It requires the Secretary of Agriculture, to "establish jointly with the Secretary of the Department of Health, Education, and Welfare procedures for coordination with respect to nutrition research in areas of mutual interest." To date, coordination between the two Departments has resulted in numerous joint activities in the areas of policy and programs, less activity in the area of nutrition education programs than in nutrition surveillance and food assistance programs. One step in this direction was the cooperative effort to produce the *Dietary Guidelines for Americans*, a publication that provides a basis for several New Initiatives (Thrust 3).

Thus, several agencies have nutrition education related to the New Initiatives in several programs. The total magnitude is impossible to document because of this integration, but some of this education is limited in funding and in scope, and reaches only a few of the eligible target groups. Other programs make such information available, but do not provide for interaction between educators and consumers or for consistent contact and followup over time. Therefore, the effects of the programs may be unknown as to size of audience and effectiveness of communication.

**Programs in Family Strengths and Social Environment**

The principal Federal Government agency besides USDA concerned with nonformal education programs in the family area is the Department of Health and Human Services (HHS). Many of these activities are coordinated by its Office for Families, set up to implement recommendations from the White House Conference on Families and provide a focal point in the development of Federal policies and programs affecting families. Some of these programs originate with HHS, some are produced in part or in whole for the agency by an outside contractor, and others are local projects that receive HHS funding through special grants (exhibit 33).

Parts of HHS offer publications made available through the agency or the U.S. Government Printing Office. Institutes of the Alcohol, Drug Abuse and Mental Health Administration, the Food and Drug Administration and the Children's Bureau, for example, all produce pamphlets designed to advise parents on various aspects of child-rearing. Publications such as the *Mother-Child Home-Program* provide instructions to local groups on how to organize their...
own program. Other informational programs in HHS involve the development of curricula and teaching aids (Parenting for Foster Parents) or involve training instructors for programs (Exploring Parenting).

Nonformal education locally takes place in the form of small grants projects that are funded through Federal agencies such as HHS and CSA. An example is a parenting program for foster parents developed by the Eastern Michigan Institute for the Study of Children and Families in Ypsilanti, Michigan. Another is an information center on parenting education located at Weber State College in Utah. These small grant projects are not included in exhibit 8 because they are local and short term, and therefore do not meet the criteria stated in the Methodology section.

Most of the national education programs pertain to parenting. No programs were found that deal with the development of community and multigenerational support networks or management of family stress, except in the area of child abuse.

An Overview of Nonformal Education Programs Related to the New Initiatives

Data in exhibits 30-32 give information on nonformal education programs, their scope and magnitude. A more concise classification of these programs appears in exhibit 34, where programs have been categorized based on primary functions into one of two of six groups:

1. Short-term demonstration. A program that is probably contracted to an outside organization, although it may have been done in-house. A program is considered a short-term demonstration project even if the materials developed by it are available, as the actual program would operate only a limited time.

2. Information dissemination. A program that acts as a means of disseminating information via publications, news media, radio, and television. The materials may be available on request from the agency, or they may be disseminated through other channels.

3. Program development. Programs that include information, curriculum materials, organizational instructions, and/or leadership training. They may be targeted to specific groups (such as Head Start) or may be available to interested parties as a program development package.

4. Interactive, limited scale. Programs that provide for interaction between a professional or a trained leader and the user or user group, but are available only to clients in certain designated locations, and probably involve fewer than one quarter of the potential audience.

5. Interactive, large scale. Programs that provide for interaction between professional or trained leaders and the user or user groups, and are widely available to a large number of clients.

6. Comprehensive, long term. Programs that are thoroughly integrated into the ongoing agency activities, are probably authorized by legislation, and are included regularly in the annual budget of the agency.
The primary audience for each program is also designated by placing the number code for type of audience next to the program classification as follows:

1. Professionals
2. Low-income families
3. Rural families
4. All families
5. Families with special problems or situations.

REFERENCES


### Montana 1979 Activities Related to New Initiatives

<table>
<thead>
<tr>
<th>Thrust/Initiative</th>
<th>Activity</th>
<th>Target Audience</th>
<th>Personnel</th>
<th>Number Reached</th>
<th>Method</th>
<th>Materials Used</th>
<th>Special Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Resource Decisions</strong></td>
<td>State planning and investment classes</td>
<td>Women</td>
<td>160 women for 3 sessions</td>
<td>Workshops, in-service training for agents, news releases, radio programs, illustrated lectures, TV programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Optimizing Income</strong></td>
<td>Clothing construction</td>
<td>Adults</td>
<td>770 adults taught at public workshops</td>
<td>Teaching kits, suitcase lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Thrust 1</strong></td>
<td>Food preparation</td>
<td>Extension clientele, Headstart Programs, food service personnel in hospitals, Vo-tech schools, Senior Citizen Meal Program.</td>
<td></td>
<td>Varied programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Thrust 2</strong></td>
<td>Food preservation</td>
<td>Montana families</td>
<td>825 families</td>
<td>Food preservation workshops, local paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Thrust 3</strong></td>
<td>Estate planning</td>
<td>Extension staff and Montana citizens</td>
<td>30 staff</td>
<td>Training packet for agent use, transparency series, study at home series, and slide series were developed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F. Thrust 4</strong></td>
<td>Estate planning</td>
<td>Montana citizens</td>
<td>500 families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THRUST/INITIATIVE</td>
<td>ACTIVITY</td>
<td>TARGET AUDIENCE</td>
<td>PERSONNEL</td>
<td>NUMBERS REACHED</td>
<td>METHOD</td>
<td>MATERIALS USED</td>
<td>SPECIAL COMMENTS</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------------</td>
<td>-----------</td>
<td>----------------</td>
<td>--------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>THRUST 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Conservation</td>
<td>Care and storage</td>
<td>Adults</td>
<td>Extension agents and clothing specialists</td>
<td>50 adults received</td>
<td>In-store update newsletter</td>
<td>Visual and handout literature</td>
<td></td>
</tr>
<tr>
<td>Practices</td>
<td>of household textiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy Conservation</td>
<td>Adults and youth</td>
<td>Extension agents</td>
<td>Very large</td>
<td>Home energy audits, valid information for energy saving devices, seminars, workshops, exhibits at fairs, special interest programs, news releases, radio programs, and TV programs.</td>
<td>Kits and computer programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and weatherization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Houseware selection and user care</td>
<td>Adults</td>
<td>Extension agents and specialists</td>
<td>Very large</td>
<td>Workshops, microwave schools</td>
<td>Appliance booklets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Housing selection and home maintenance</td>
<td>Homeowners</td>
<td>Extension agents</td>
<td>Very large</td>
<td>Workshops, media</td>
<td>Newspaper releases, radio tapes, newsletters, slide sets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Window treatments</td>
<td>Homeowner youth and specialists</td>
<td>Extension agent and specialists</td>
<td>Presentations</td>
<td>Presentations</td>
<td>Booklets, resource book of teaching aids and ideas, 3-D posters</td>
<td></td>
</tr>
</tbody>
</table>

Careful study of window treatments results in considerable energy savings for homeowners.
### THRUST 3: NUTRITION EDUCATION

**Activity:** EFNEP-Expanded Food and Nutrition Education Program

**Target Audience:** Limited income families, especially with young children in normal nutrition and 4-H.

**Personnel:** 14.25 assistants in adult programs and 710 volunteers

**Numbers Reached:** 7,020 program families and 651 youth, 710 potential program families, 6,726 other youth.

**Method:** Agent and assistant training statewide public "Learn by Doing" experiences Workshops Extensive use of mass media.

**Materials Used:** 6 EFNEP fact sheets developed, EFNEP policy manual and EFNEP slide set.

**Comments:** Also worked with non-English speaking Laotian, Campfire Girls, group homes, unwed mothers, 4-C's (Community Coordinated Child Care) and church groups, public libraries and YWCA.

**Special Comments:**

- Work with local and state nutrition councils and work with schools.
- Valid contacts made with other professionals and non-professionals in nutrition.

### THRUST 4: PARENTING SKILLS

**Activity:** Parent Education

**Target Audience:** Parents

**Personnel:** County Extension Agents and Human Dev. Specialists

**Numbers Reached:** 1,230

**Method:** Seminar and Programs Monthly newsletters to parents

**Comments:** Parenting home study course was developed.

### SUPPORT SYSTEMS

**Activity:** Parent Education

**Target Audience:** Young people

**Personnel:** County Extension Agents and Human Dev. Specialists

**Numbers Reached:** 627 youth

**Method:** Speaking to high schools and universities, child care clinics for baby-sitters and 4-H Congresses.

**Comments:**

- Speaking to older citizens in their localities, series of programs, Keenager special newspaper.

**Specifics:**

- Institute for lifetime learning is a unique and excellent approach.
- Extremely good response.
EXHIBIT 2. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES

MASSACHUSETTS

<table>
<thead>
<tr>
<th>THRUST/INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBERS REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THRUST 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Money Management</td>
<td>Individuals &amp; families</td>
<td>County Home Economists</td>
<td>Large</td>
<td>Mass media; computer assisted teaching; workshops; individual financial counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Optimizing Income</td>
<td>Individuals</td>
<td>Extension Personnel</td>
<td>Loan kit reached 83 people; clinics reached 775 people</td>
<td>Direct taught serving machine clinics; Loan kit slides; leader's script; leader's guide and quizzer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>So: Sew</td>
<td>Serious sewers; fabric store personnel; 4-H Leaders; adult education Home Economic teachers</td>
<td>County Home Economist.</td>
<td>12,000 people subscribed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Know Your Consumer Rights</td>
<td>Families &amp; individuals</td>
<td>Extension</td>
<td>563 individuals and/or families</td>
<td>5-week home study course (correspondence course)</td>
<td></td>
<td>One result of ECAP has been increased spending, particularly in areas of building &amp; insulation materials, by homeowners retrofiltering their residences in order to save energy.</td>
</tr>
<tr>
<td>E</td>
<td>Energy Conservation Practices</td>
<td>Families &amp; individuals</td>
<td>Extension Home Economists</td>
<td>3,605 audited; 13,386 persons directly contacted in the lifestyle energy management portion</td>
<td>Various programs &amp; workshops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resource Decisions.

Monetary Management.

Individuals & families

County Home Economists

Loan kit reached 83 people; clinics reached 775 people

Direct taught serving machine clinics

Loan kit slides; leader's script; leader's guide and quizzer

Families & individuals

Extension

563 individuals and/or families

5-week home study course (correspondence course)

Various programs & workshops

One result of ECAP has been increased spending, particularly in areas of building & insulation materials, by homeowners retrofiltering their residences in order to save energy.
**EXHIBIT 47. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - MASSACHUSETTS (continued)**

<table>
<thead>
<tr>
<th>THREAT/INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBERS REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THRUST 2</strong></td>
<td><strong>Solar Utilization for Economic Development and Employment (SUDE) Low income families</strong></td>
<td>Homeowners; Extension staff</td>
<td>31 homes; 146 residents directly involved</td>
<td>3 phases:</td>
<td>1. curriculum development; 2. training (seminars, workshops) 3. construction of 31 passive solar assistance units</td>
<td>Project designed to train unskilled persons in the theory and practice of residential energy conservation, lifestyle energy management and the design, construction and installation of low cost passive solar applications for residential heating</td>
<td></td>
</tr>
<tr>
<td><strong>THRUST 3</strong></td>
<td><strong>EPREP - Nutrition Education</strong></td>
<td>Low income families</td>
<td>Extension Staff; Very large</td>
<td>Classes; seminars; workshops; mass media</td>
<td>Results are that many people are learning to be more self-sufficient and more able to contribute to their communities, families and to their own development as individuals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **SUDE**: Solar Utilization for Economic Development and Employment
- **EPREP**: Expanded Program in Nutrition Education
- **Mass Media**: Includes newspapers, radio, television, brochures, etc.

**163**

**164**
<table>
<thead>
<tr>
<th>THRUST/INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBERS REACHED</th>
<th>METHODS</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Food Safety &amp; Food Preservation</td>
<td>Extension Staff &amp; Families</td>
<td>County Home Economist</td>
<td>13,880 people</td>
<td>Workshops; clinics; guage testing; mass media; telephone service; mail exhibit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Parenting Education</td>
<td>Parents of various ages &amp; socioeconomic levels</td>
<td>Specialist</td>
<td>495 persons reached through direct teaching; Newsletter reached over 700 families</td>
<td>Direct teaching series on Transactional Analysis followed by a newsletter/practical application</td>
<td>Involved close collaboration with other agencies—YWCA, United Way &amp; Parents of Retarded Children</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Home Economics Program for Chinese</td>
<td>Chinese-speaking immigrants; Vietnamese refugees &amp; elderly Chinese</td>
<td>Extension Personnel</td>
<td>2177</td>
<td>Bilingual educational programs in home economics &amp; community development workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Changing Roles of the American Families</td>
<td>Family members &amp; individuals</td>
<td>Family Life Specialist; Extension Personnel</td>
<td>750 participated directly; Over 200,000 reached through media</td>
<td>Panel discussion; presentations; county-wide conference; media; newspapers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Exhibit 28: Cooperative Extension Service. 1979 Activities Related to the New Initiatives in Selected States

<table>
<thead>
<tr>
<th>Thrust/Initiative</th>
<th>Activity</th>
<th>Target Audience</th>
<th>Personnel</th>
<th>Number Reached</th>
<th>Method</th>
<th>Materials Used</th>
<th>Special Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thrust 1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A Resource Decisions</td>
<td>Financial management</td>
<td>Ministers, youth, families</td>
<td>Consumer and management specialist, Extension home economist</td>
<td>Workshops, television series, farm operators, school self-study course</td>
<td>Values and goals sheets, guidebooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Optimizing Income</td>
<td>Clothing construction</td>
<td>People who sew, law resource individuals, educators, home economics graduates, 4-H leaders and members</td>
<td>Extension home economist</td>
<td>Very large</td>
<td>Meetings, workshops, sewing classes</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Clothing construction for family income</td>
<td>Professional sewers and potential professional sewers</td>
<td>Extension home economist</td>
<td>60 attended</td>
<td>2-day short course</td>
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<td></td>
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<tr>
<td><strong>Thrust 2</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A Conservation Practices</td>
<td>Using energy conserving practices in maintenance of clothes</td>
<td>Iowans</td>
<td>Extension home economist</td>
<td>Large</td>
<td>Mass media, Booklets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Thrust 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBER REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy conservation in the home</td>
<td>Families, individuals</td>
<td>Extension home economists</td>
<td>Very large</td>
<td>Media, Independent study programs</td>
<td>Energy media packets, slide sets</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>displays, meetings, energy fairs</td>
<td>Also worked with such groups as community colleges, community action agencies, federated women's clubs, high school economics classes and restaurant managers.</td>
<td></td>
</tr>
<tr>
<td>Home energy audit program</td>
<td>Families, individuals</td>
<td>Extension home economist, energy specialists</td>
<td>Individual contacts - 163,595</td>
<td>Media workshops, exhibits</td>
<td>Teaching kits, publications</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Publications distributed - 141,000</td>
<td>Rural Electric Co., utility co., savings and loan associations, mall associations, schools, solar energy groups, etc. participated in program.</td>
<td></td>
</tr>
<tr>
<td>Appliance selection: selecting appliances that are energy efficient and using them efficiently</td>
<td>Families, individuals</td>
<td>Extension home economist, State equipment specialist</td>
<td>Very large</td>
<td>Hall displays, media, large appliance programs, demonstrations, small appliance programs</td>
<td>Banners, posters, slide sets developed, Household Equipment Handbook, videotapes</td>
<td></td>
</tr>
</tbody>
</table>

169
<table>
<thead>
<tr>
<th>THRUST/INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBER REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Conservation Practices</td>
<td>Energy Savings, Through Interior individuals</td>
<td>Extension home economist specialists</td>
<td>1,700 were reached by workshops</td>
<td>Meetings, mass media, consultations</td>
<td>Intended outcome for Iowans was an increased awareness of energy improvements that can be cost effective and commitment to make energy conserving changes in home furnishings</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Furnishings</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>-Interior Window Treatments for Energy Savings</td>
<td></td>
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<td></td>
<td></td>
<td>-Lighting for Energy Savings</td>
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<td></td>
<td></td>
<td>-General Interior for Thermal Comfort</td>
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</tr>
<tr>
<td>D</td>
<td>Housing Choices</td>
<td>House Building, and Remodeling</td>
<td>State housing specialist, Extension home economist</td>
<td>Consulting on an individual basis, meetings, displays</td>
<td></td>
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</tr>
</tbody>
</table>

EXHIBIT 28. COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (continued)
### THRUST/INITIATIVE

#### THRUST 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBER REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Families on welfare, Government Food Program, low income, youth</td>
<td>Extension Staff, Nutrition Aides, Nutrition Specialists</td>
<td>2,346 families</td>
<td>In-service training, four workshops, television, newsletters</td>
<td>Nutrition packets</td>
<td></td>
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<tr>
<td>Education</td>
<td></td>
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</tr>
<tr>
<td>Nutrition for Low Income and Marginal Resources (Non-EFNEP)</td>
<td>Extension home economists</td>
<td></td>
<td></td>
<td>Vegetable tasting, parties, workshops, demonstrations</td>
<td>Samples of food and recipes</td>
<td></td>
</tr>
<tr>
<td>Low Income and Marginal Resource</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-H Food and Nutrition Program</td>
<td>Youth</td>
<td>Extension staff</td>
<td>23,517 youths</td>
<td>Overnight camp-outs, workshops</td>
<td>Health fairs, food fairs, slide set</td>
<td>Desk reference, slide set, leaflets were developed</td>
</tr>
</tbody>
</table>
### EXHIBIT 28: COOPERATIVE EXTENSION SERVICE: 1979 ACTIVITIES RELATED TO THE NEW INITIATIVES IN SELECTED STATES - IOWA (continued)

<table>
<thead>
<tr>
<th>THRUST/INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBER REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THRUST 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B</td>
<td>Child Nutrition Education</td>
<td>Parents, child care givers, elementary teachers, youth, adult volunteers</td>
<td>Extension Staff</td>
<td>Presentations, Workshops</td>
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</tr>
<tr>
<td>D</td>
<td>Food Preservation</td>
<td>Low resource and minority clientele families</td>
<td>Extension personnel volunteers</td>
<td>Very large</td>
<td>Workshops, Posters, slides, demonstrations, videotapes, and meetings, packets</td>
<td>Media, radio</td>
<td>Food preservation tapes, checking tion handbook equipment for safety</td>
</tr>
<tr>
<td></td>
<td>Food Safety</td>
<td>Families</td>
<td>Food and Nutrition Specialists, Extension staff</td>
<td>Workshops, Posters, slides, demonstrations, videotapes, and meetings, packets</td>
<td>Media, radio</td>
<td>Food preservation tapes, checking tion handbook equipment for safety</td>
<td></td>
</tr>
<tr>
<td>THRUST/INITIATIVE</td>
<td>ACTIVITY</td>
<td>TARGET AUDIENCE</td>
<td>PERSONNEL</td>
<td>NUMBERS REACHED</td>
<td>METHOD</td>
<td>MATERIALS USED</td>
<td>SPECIAL COMMENTS</td>
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</tr>
<tr>
<td>THRUST 4</td>
<td>Prenatal &amp; Infant Care Education</td>
<td>Pregnant women &amp; spouses</td>
<td>Extension Home Economist; Medical Professionals</td>
<td>Newsletter reached 2,192 families</td>
<td>Classes; Parent packets</td>
<td>Newsletter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education for Parents of Pre-schoolers &amp; School-age children</td>
<td>Parents; Individuals</td>
<td>Extension Home Economist</td>
<td>160 people attended camps; newsletter reached 10,000 families; home-study course reached 400 families</td>
<td>Series of meetings; Day Camp for Moms and Tots; newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent-Child Interaction Program (PCI)</td>
<td>Parents; children</td>
<td>Extension Home Economist</td>
<td>10 parents, 11 children participated</td>
<td>Group discussions; videos; role guidesheets; educational toys; meetings, educational toys</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young Parent Project</td>
<td>Teenage parents</td>
<td>Paraprofessional aides; Extension Home Economist</td>
<td>60 participants</td>
<td>Direct person-to-person contact basis; commercial materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>Families; Individuals</td>
<td>Human Development Specialist; Home Economist</td>
<td>Mass media; newsletters; workshops</td>
<td><em>The function of PCI is that it shows parents their importance as teachers of their children.</em></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><em>This program will have impact for many years on 60 participants and their children.</em></td>
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<tr>
<td>THRUST/INITIATIVE</td>
<td>ACTIVITY</td>
<td>TARGET AUDIENCE</td>
<td>PERSONNEL</td>
<td>NUMBERS REACHED</td>
<td>METHOD</td>
<td>MATERIALS USED</td>
<td>SPECIAL COMMENTS</td>
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</tr>
<tr>
<td>THRUST 1</td>
<td>Management of Family Resources</td>
<td>Families, individuals</td>
<td>Extension home economists</td>
<td>0</td>
<td>Workshops</td>
<td>Visual handout materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Decisions</td>
<td>to prepare individuals and families to utilize personal economic situations for their best advantage</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Optimising Income</td>
<td>Textiles and Clothing — the programs help families cope with inflation and great emphasis has been placed on helping families save money or spend their money more wisely when selecting and caring for apparel and related textile items</td>
<td>Parents, Extension Home makers, 4-H and other youth, handicapped, elderly, and general audience</td>
<td>State clothing specialists, Extension home economist</td>
<td>Class held, Educational in shopping, material development, evening classes, accessories, telephone, suitcases, pro-system, mass media traveling kits, newspapers, television, demonstrations of workshops, fabrics, special interest meetings, and leadership training meetings</td>
<td>Programs included sewing classes, clinics, and recycling existing apparel</td>
<td></td>
</tr>
<tr>
<td>THRUST/INITIATIVE</td>
<td>ACTIVITY</td>
<td>TARGET AUDIENCE</td>
<td>PERSONNEL</td>
<td>NUMBERS REACHED</td>
<td>METHOD</td>
<td>MATERIALS USED</td>
<td>SPECIAL COMMENTS</td>
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<tr>
<td>THRUST 1</td>
<td>B Optimizing Income</td>
<td>1890 Family Housing - teach participants skills and techniques in furniture refinishing, upholstery, drapery construction, paneling, and &quot;fix-it&quot; demonstrations</td>
<td>Families, 4-H members</td>
<td>Extension: home economists</td>
<td>Short courses, workshops, suitcase, slide demonstrations, presentation</td>
<td>Upholstery, clothing, materials, special interest meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Conservation Practices</td>
<td>Family Housing - the emphasis with this program has been on making existing houses more comfortable and energy efficient, not only with the structure, its furnishings, and equipment, but also with the habits and patterns of the family members within that home</td>
<td>Homeowners, families, individuals</td>
<td>Extension: Specialists</td>
<td>Very large</td>
<td>Short courses, workshops, intensive training sessions for volunteer leaders, media, microwave cooking school, newsletter</td>
<td></td>
</tr>
<tr>
<td>THRUST / INITIATIVE</td>
<td>ACTIVITY</td>
<td>TARGET AUDIENCE</td>
<td>PERSONNEL</td>
<td>NUMBERS REACHED</td>
<td>METHOD</td>
<td>MATERIALS-USED</td>
<td>SPECIAL COMMENTS</td>
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<tr>
<td>E</td>
<td>Energy Conservation Management</td>
<td>Consumers in all socio-economic and racial categories</td>
<td>Extension home economists, specialists</td>
<td>Large</td>
<td>Mass media, energy fairs, conferences, energy essay contest, general meetings, special in-depth meetings for special audiences, result demonstrations</td>
<td>Energy Management Checklist, Reference Packets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy Expenses</td>
<td></td>
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<tr>
<td></td>
<td>1890 Energy Conservation Management</td>
<td>Adults, teenagers</td>
<td>Extension home economist</td>
<td></td>
<td>Special interest Energy Conservation Management meetings, result tion Packets demonstrations</td>
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</tr>
<tr>
<td>F</td>
<td>Nutrition Education</td>
<td>Families, individuals</td>
<td>Food and Nutrition specialists, Extension home economist</td>
<td>Very large</td>
<td>Correspondence courses, Point of purchase education, leader training, special interest meetings, short courses, personal conferences, mass media, exhibits, demonstrations</td>
<td>Self-study packets, education, management of family resources to acquire an adequate diet; and the safe storage and preservation of food at home</td>
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</tbody>
</table>
### THRUST 3

<table>
<thead>
<tr>
<th>THRUST</th>
<th>INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBERS REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Nutrition</td>
<td>EFNEP – Expanded Food and Nutrition Education Program (adult phase and youth phase)</td>
<td>Adults, youths</td>
<td>Extension home economist, para-professionals, food and nutrition specialists, volunteers</td>
<td>4,572 families enrolled; 7,370 youths enrolled</td>
<td>Workshops, short courses, special interest meetings, exhibits, demonstrations, mass media, newsletters</td>
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</tbody>
</table>

### THRUST 4

<table>
<thead>
<tr>
<th>THRUST</th>
<th>INITIATIVE</th>
<th>ACTIVITY</th>
<th>TARGET AUDIENCE</th>
<th>PERSONNEL</th>
<th>NUMBERS REACHED</th>
<th>METHOD</th>
<th>MATERIALS USED</th>
<th>SPECIAL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Parenting</td>
<td>1890 Family Relations and Human Development (parenting)</td>
<td>Parents, teen parents, single parents</td>
<td>Extension home economist, specialists</td>
<td></td>
<td>Special interest meetings, radio programs, newspaper articles, seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td>Program/Funding Authority</td>
<td>Content</td>
<td>Scope and Magnitude</td>
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<tr>
<td>Department of Education</td>
<td>Consumers' Education Program, Office of Consumers' Education (Section 331-336 of Title III of the Elementary and Secondary Education Act of 1965, as amended by PL 95-611)</td>
<td>Grant awards and contracts for projects that are designed to bring consumers' education to diverse population groups.</td>
<td>Funding for FY 79: $3.601 million.</td>
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<td></td>
<td></td>
<td>Grantees to formal education agencies, public and private non-profit agencies. Example: Grant to Maine Public Interest Research Group for Consumers' Education Resource Center.</td>
<td>Grants awarded to 57 projects in 29 states and the District of Columbia.</td>
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<tr>
<td></td>
<td>Consumer Education Resource Network (CERN).</td>
<td>Three-year contract to develop a resource network for consumer educators. Initial step toward providing community leaders, educators, and planners, and administrators with a nationwide service that will provide access to consumer education materials, teaching guides, and technical assistance.</td>
<td>Expected to be in full operation at end of third year, with resources available on request. Amount of contract $226,081.</td>
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<td>Consumers' Education Radio Public Service Announcements.</td>
<td>8,700 radio stations throughout the U.S. will receive 36 taped messages which are expected to have a life of two or more years. Amount of contract: $119,880.</td>
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</tbody>
</table>
Exhibit 31: Non-USDA, Non-Formal Education Programs Related to New Initiatives in the Energy and Environment Thrust Area by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Program/Funding Authority</th>
<th>Content</th>
<th>Scope and Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Programs Directly Related to the New Initiatives</td>
<td></td>
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</tr>
<tr>
<td>Department of Housing and Urban Development (in cooperation with the Department of Energy)</td>
<td>Solar Heating and Cooling Demonstration Program. National Solar Heating and Cooling Information Center (operated by the Franklin Research Center) Solar Heating and Cooling Act of 1974 (PL 93-409)</td>
<td>Provides information, speakers and exhibits on such topics as location of solar homes, technical and marketing reports. Maintains Solar Heating and Cooling Information Data Bank:</td>
<td></td>
</tr>
<tr>
<td>Department of Energy</td>
<td>Regional Solar Energy Centers</td>
<td>Activities include information outreach, consumer protection, support of training activities and legislatively development, and market analyses and assessments of labor and resource availability. Directed toward near-term commercialization of solar.</td>
<td>Region-specific solar energy assistance (4 centers)</td>
</tr>
<tr>
<td>Agency</td>
<td>Program/Funding Authority</td>
<td>Content</td>
<td>Scope and Magnitude</td>
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<tr>
<td>Department of</td>
<td>Appliance Label Consumer Education Program - Office of Buildings and Community Systems.</td>
<td>A complete consumer education program with the goal of providing consumers at the local level with publications, brochures, displays, exhibits and educational material on energy-efficient appliances.</td>
<td>National in scope. FY 80 funding: $900,000.</td>
</tr>
<tr>
<td>Energy</td>
<td>and Solar Applications.</td>
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<tr>
<td>Department of</td>
<td>Driver Awareness Program - Office of Transportation Programs, Conservation and Solar</td>
<td>Program utilizes Driver Fuel Economy Workshops to inform motorists how to save money and fuel, and to train workshop leaders.</td>
<td>Funding of $600,000 (est.) for FY 80.</td>
</tr>
<tr>
<td>Energy</td>
<td>Energy</td>
<td></td>
<td>Available in selected sites across the U.S.</td>
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<tr>
<td>Department of</td>
<td>New Car Fuel Economy Information Program - Office of Transportation Programs, Conservation</td>
<td>Program disseminates fuel economy information to consumers via new car dealers and radio and TV announcements.</td>
<td>Prints and distributes 17 million copies of</td>
</tr>
<tr>
<td>Energy</td>
<td>and Solar Energy.</td>
<td></td>
<td>Gas Mileage Guide each year. Funding for</td>
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<td>FY 80: $1,140,000.</td>
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<tr>
<td>Department of</td>
<td>Faculty Development Program - Education Division, Consumer Affairs</td>
<td>Provides technical information about the scientific and technological aspects of the energy problem to be incorporated into classroom teaching.</td>
<td>Approximately 100 workshops annually for teachers at all levels. Funding of $1,400,000 (est.) in FY 80.</td>
</tr>
<tr>
<td>Energy</td>
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</tr>
<tr>
<td>Agency</td>
<td>Program/Funding Authority</td>
<td>Content</td>
<td>Scope and Magnitude</td>
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</tr>
<tr>
<td>Department of Energy</td>
<td>Materials Development Program, Education Division, Office of Consumer Affairs</td>
<td>Staff develops energy education materials in the form of lesson plans, fact sheets, energy education newsletter</td>
<td>Approximately 40 publications' available, over 2 million publications distributed on request. Funded at $500,000 (est.) for FY 80.</td>
</tr>
<tr>
<td>Community Services Administration</td>
<td>National Center for Appropriate Technology</td>
<td>Results of housing-oriented research and other information are provided to the public at nominal cost.</td>
<td>Information available nationwide, but funding for the Center is limited</td>
</tr>
<tr>
<td>Department of Housing and Urban Development</td>
<td>Energy Conservation Program, Office of Neighborhoods, Voluntary Associations and Consumer Protection</td>
<td>Provides general consumer information focusing primarily on in-home conservation efforts. Administers a nationwide counseling program for home buyers, owners, and tenants. Disseminates consumer information through personal contact and provision of materials.</td>
<td>Nationwide, through the agency.</td>
</tr>
<tr>
<td>Department of Housing and Urban Development</td>
<td>Housing Counseling Program, Office of Neighborhoods, Voluntary Associations</td>
<td>Grant program to housing counseling agencies to train HUD housing counselors in energy conservation. Works in tandem with Energy Conservation Program.</td>
<td>Funded at $10 million annually from FY 81.</td>
</tr>
<tr>
<td>Agency</td>
<td>Program/Funding Authority</td>
<td>Content</td>
<td>Scope and Magnitude</td>
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</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Food Additives Consumer Education Program, Public Health Service, Food and Drug Administration</td>
<td>Materials produced by the agency's Office of Public Affairs provide information on why food additives are used and FDA regulations concerning them. Includes written materials and slide show. Part of the outreach program of Consumer Affairs Offices that may take the form of workshops, radio-TV broadcasts, speeches, etc.</td>
<td>Available nationwide through 55 FDA Consumer Affairs Offices in the field. Materials also may be ordered by individual consumers from the agency. Some publications available in large type or Spanish.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Foods for Health - Public Health Service, National Institutes of Health, National Heart, Lung and Blood Institute</td>
<td>Original pilot project was developed in 1978-79 in cooperation with Giant Food, Inc. Program featured nutrition information in the form of booklets, (Eaters' Almanac), shelf labels and store signs that is made available to food shoppers.</td>
<td>Original project involved 90 Giant supermarkets in Washington, D.C., Virginia, and Maryland. Materials developed by NHLBI will be available to other organizations around the country for production and distribution.</td>
</tr>
<tr>
<td>Agency</td>
<td>Program/Funding Authority</td>
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<td>Scope and Magnitude</td>
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</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Nutrition/Food Labeling Consumer Education Program, Public Health Service, Food and Drug Administration</td>
<td>Materials produced by the agency's Office of Public Affairs provide information on nutrition labeling and proposed labeling changes in the future. Includes reprints from FDA Consumer, brochures, slide show and film. Part of the outreach program of Consumer Affairs Offices that may take form of workshops, radio-TV broadcasts, speeches, etc.</td>
<td>Available nationwide through 55 FDA Consumer Affairs Offices in the field. Materials may also be ordered by individual consumers from the agency. Some publications available in large type or Spanish.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Food, Facts and Fads, Public Health Service, Food and Drug Administration</td>
<td>Materials produced by the agency's Office of Public Affairs provide information on the hazards of food fadism, fads related to vitamins and minerals. Includes reprints from FDA Consumer, film. Part of the outreach program of Consumer Affairs Offices that may take the form of workshops, radio-TV broadcasts, speeches, etc.</td>
<td>Available nationwide through 55 FDA Consumer Affairs Offices in the field. Materials may also be ordered from the agency. Some publications available in large type or Spanish.</td>
</tr>
</tbody>
</table>
### Exhibit 3: Non-USDA, Non-Formal Education Programs Related to New Initiatives in Family Strengths and Social Environment by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Program/Funding Authority</th>
<th>Content</th>
<th>Scope and Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Education</td>
<td>Footsteps - Division of Educational Technology by contract with Applied Management Sciences/University of Maryland</td>
<td>Series of 30 half-hour television psychodramas that explore everyday situations and problems confronting prospective parents and parents of very young children.</td>
<td>Shown on over 96% of PBS stations and on at least three commercial stations where PBS coverage has been refused or is unavailable. Estimated to have reached an audience of two million. Total contract: $4.1 million.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Exploring Parenting - Head Start Bureau, Office of Child Development, Administration for Children, Youth, and Families by contract with Roy Littlejohn Associates</td>
<td>Contractor has developed written materials that are available through Head Start programs, and has trained approximately 150 leaders who present materials on parenthood in 20, two-hour discussion sessions.</td>
<td>Available to parents who are part of Head Start programs. Currently between 200 and 300 of the Head Start grantees are using the program. Responsibility for implementing the program was delegated to HHS regional offices in August 1978. Total contract for development and training: $393,000.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Mother - Child Home Program - Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, National Institute on Mental Health</td>
<td>Program designed to show low-income parents how to guide their toddlers' development.</td>
<td>Original pilot program (1965) was grant to The Family Sercice Association of Nassau County, N.Y. and the State University of New York at Stony Brook. Program materials now available nationwide from the agency for use by local community organizations.</td>
</tr>
</tbody>
</table>
### Exhibit 31 (cont.). Non-USDA, Non-Formal Education Programs Related to New Initiatives in Family Strengths and Social Environment by Agency, Program/Funding Authority, Content, Scope and Magnitude (FY 80)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Program/Funding Authority</th>
<th>Content</th>
<th>Scope and Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health and Human Services</td>
<td>Caring About Kids – Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, National Institute on Mental Health</td>
<td>Series of fliers developed by NIMH staff to help parents care for their children and foster good mental health.</td>
<td>Available nationwide through the U.S. Government Printing Office.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>Parenting for Foster Parents – The Children's Bureau, Office of Child Development, Administration for Children, Youth and Families, by contract with the Child Welfare League of America and the Education Development Center</td>
<td>Contractors developed three curricula for foster parents that include workbooks, films and leaders guides; contractors also train people from Social Services agencies or voluntary organizations to conduct the sessions.</td>
<td>Complete set of materials distributed to state agencies. First course available in 1977; second in 1978; third, in 1979. Utilization figures will not be available until the project is completed. Total contract: $1.5 million.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>The Children's Bureau, Office of Child Development, Administration for Children, Youth and Families</td>
<td>Numerous pamphlets prepared by staff to educate parents on different aspects of parenting; e.g., &quot;Infant Care,&quot; &quot;Your Child from 1 to 6,&quot; &quot;An Adolescent in Your Home,&quot; etc.</td>
<td>Available nationwide through the agency or the U.S. Government Printing Office.</td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>National Center on Child Abuse and Neglect; Administration for Children, Youth and Families, Office of Human Development Services</td>
<td>Pamphlets prepared by the agency that describe various federal, state and private agencies which provide services for abused and neglected children and their families in the 10 HEW Regions.</td>
<td>Available nationwide through the agency and Regional offices.</td>
</tr>
<tr>
<td>Agency</td>
<td>Program/Funding Authority</td>
<td>Content</td>
<td>Scope and Magnitude</td>
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<tr>
<td><strong>Department of Health and Human Services</strong></td>
<td><strong>The Power of Positive Parenting: A Course for Parents of Young Children</strong> - National Institute on Alcohol Abuse and Alcoholism, Alcohol, Drug Abuse and Mental Health Service</td>
<td>An eight-session course designed to teach parents of young children that drinking involves decisions and that family attitudes towards alcohol influence children. Includes discussion guides, handouts, films and visual materials.</td>
<td>Available nationwide through the agency.</td>
</tr>
<tr>
<td><strong>Department of Health and Human Services</strong></td>
<td><strong>Education for Parenthood</strong> - Children's Bureau, Administration for Children, Youth and Families, Office of Human Development, in cooperation with the Office of Education</td>
<td>Launched in 1972 as program to improve the competence of teenage boys and girls as prospective parents. The program is now also being used by adults. Includes books, slides, films, curriculum, etc.</td>
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<tr>
<td>Program</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>FAMILY ECONOMIC STABILITY</strong></td>
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</tr>
<tr>
<td>1. Consumers' Education Program, Department of Education</td>
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<td></td>
</tr>
<tr>
<td><strong>ENERGY AND ENVIRONMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Solar Heating and Cooling Demonstration Program, Department of Housing and Urban Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Energy Extension Service Program, Department of Energy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Regional Solar Energy Centers, Department of Energy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appliance Label Consumer Education Program, Department of Energy</td>
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<tr>
<td>5. Driver Awareness Program, Department of Energy</td>
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<tr>
<td>6. New Car Fuel Economy Information Program, Department of Energy</td>
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<tr>
<td>7. Faculty Development Program, Department of Energy</td>
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<tr>
<td>8. Materials Development Program, Department of Energy</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. National Center for Appropriate Technology, Community Services Administration</td>
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</tbody>
</table>
Exhibit 34 (cont.) Non-USDA, Non-Formal Education Programs Related to the New Initiatives by Primary Function and Audience

<table>
<thead>
<tr>
<th>Program</th>
<th>Primary Function and Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENERGY AND ENVIRONMENT (cont.)</td>
<td></td>
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<tr>
<td>10. Energy Conservation Program, Department of Housing and Urban Development</td>
<td>X,4 X,4</td>
</tr>
<tr>
<td>11. Housing Counseling Program, Department of Housing and Urban Development</td>
<td>X,1</td>
</tr>
<tr>
<td>FOOD, NUTRITION AND HEALTH</td>
<td></td>
</tr>
<tr>
<td>1. Food Additives Consumer Education Program, Public Health Service, Department of Health and Human Services</td>
<td>X,4</td>
</tr>
<tr>
<td>2. Foods for Health, Public Health Service, Department of Health and Human Services</td>
<td>X,4</td>
</tr>
<tr>
<td>3. Nutrition/Food Labeling Consumer Education Program — Public Health Services, Department of Health and Human Services</td>
<td>X,4</td>
</tr>
<tr>
<td>4. Food Facts and Fads — Public Health Service, Department of Health and Human Services</td>
<td>X,4</td>
</tr>
</tbody>
</table>
**Exhibit 34 (cont.) Non-USDA, Non-Formal Education Programs Related to the New Initiatives by Primary Function and Audience**

<table>
<thead>
<tr>
<th>Program</th>
<th>Primary Function and Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAMILY STRENGTHS AND SOCIAL ENVIRONMENT</strong></td>
<td>1</td>
</tr>
<tr>
<td>1. <strong>Footsteps, Department of Education</strong></td>
<td>X,4</td>
</tr>
<tr>
<td>2. <strong>Exploring Parenting, Head Start Bureau, Department of Health and Human Services</strong></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Mother-Child Home Program, Public Health Service, Department of Health and Human Services</strong></td>
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<tr>
<td>4. <strong>Caring About Kids, National Institute on Mental Health, Department of Health and Human Services</strong></td>
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<tr>
<td>5. <strong>Parenting for Foster Parents, The Children's Bureau, Department of Health and Human Services</strong></td>
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<tr>
<td>6. <strong>Children's Bureau, Department of Health and Human Services</strong></td>
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<tr>
<td>7. <strong>National Center on Child Abuse and Neglect, Department of Health and Human Services</strong></td>
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<tr>
<td>8. <strong>The Power of Positive Parenting, Department of Health and Human Services</strong></td>
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</tr>
<tr>
<td>9. <strong>Education for Parenthood, Department of Health and Human Services</strong></td>
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</tr>
</tbody>
</table>
APPENDIX C: PROCESS OVERVIEW—SEQUENCE
AND TIMETABLE

February 1979
Activity suggested to SEA Director by Chairman of ESCOP Subcommittee on Home Economics and accepted by SEA. Joint Planning and Evaluation (JPE) staff, SEA, given responsibility for leadership of implementation.

March – June, 1979
Consultation held by SEA-JPE with ESCOP and ECOP Subcommittees on Home Economics and the Home Economics Commission (NASULGC) regarding objectives of activity and membership of Steering Committee.

April 11–12, 1979
Joint Council on Food and Agricultural Sciences and its Executive Committee briefed by SEA-JPE and comments obtained.

May 1, 1979
Users Advisory Board briefed by SEA-JPE and comments obtained.

July 12, 1979
Followup briefing of Joint Council Executive Committee by SEA-JPE.

August 1979
Steering Committee established by SEA for the New Initiatives activity. Earlier studies and reports compiled and reviewed by SEA Staffs.1

September 25–26, 1979
First meeting of Steering Committee held: Chairman and recording secretary elected. Process decided on for developing proposed initiatives. Earlier studies and reports reviewed; issues identified; topics for program thrusts agreed on.

November 28, 1979
Second meeting of Steering Committee held: Issues discussed; preliminary plan for regional meetings approved.

December 1979 – January 1980
Preliminary draft developed by SEA Staffs of proposed initiatives, justification, and implementation issues. Planning committees for regional meetings established by Steering Committee chairman. Detailed guidelines developed by SEA-JPE and Steering Committee representative for assessment of proposed initiatives at the regional meetings.

January 23, 1980
Third meeting of Steering Committee held: Plans for regional meetings approved, including categories of participants to be invited. Draft of initiatives approved with modifications.

1Work group, consisted of SEA members of Steering Committee and other SEA contributors listed in appendix D. It was chaired by SEA-JPE representative.
February - April 1980

Lists of participants to be invited developed by planning committees for regional meetings with assistance of Steering Committee members. Draft of initiatives mailed: (a) to regional meeting participants (in advance of meetings), and (b) to others unable to attend (with assessment forms to be returned by mail).

March - April 1980

Four regional meetings held. Group and individual assessments obtained on draft initiatives, including suggested additions, deletions, or modifications. Other individual assessments received by mail.

May 1980

Comments and suggestions reviewed and synthesized by SEA Staffs.

May 27-28, 1980

Fourth meeting of Steering Committee; Results of regional meetings and mail-in assessments reviewed and draft of initiatives modified. Format and outline for inventory of existing programs approved. Format and content discussed for recommendations for implementation of initiatives.

June 1980

Revised draft of initiatives approved (by mail) by Steering Committee. Format for implementation plans circulated to Steering Committee and approved.

July - August 1980

Draft of inventory, implementation plans and recommendations prepared by SEA Staffs. Draft commented on and approved by Steering Committee (by mail). Final report assembled by SEA Staffs.

September - October 1980

Review and recommendation of User Advisory Board and Joint Council.

January 1981

Planning begun for implementation of initiatives.
### APPENDIX D: MEMBERSHIP OF STEERING COMMITTEE, ADVISORS, AND CONTRIBUTORS

#### STEERING COMMITTEE

<table>
<thead>
<tr>
<th>NAME</th>
<th>ORGANIZATION</th>
<th>ADDRESS</th>
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</thead>
<tbody>
<tr>
<td>Marjorie Rankin</td>
<td>National Council of Administrators of Home Economics</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nesbitt College</td>
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<tr>
<td></td>
<td></td>
<td>Drexel University</td>
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<td></td>
<td></td>
<td>Philadelphia, PA 19104</td>
</tr>
<tr>
<td>Franceq M. Magrabi</td>
<td>Joint Planning and Evaluation Science and Education Administration</td>
<td>Group Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Families and Consumers' Program Planning Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 9, Building 005, BARC-W</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. Department of Agriculture, Beltsville, MD 20705</td>
</tr>
<tr>
<td>Katherine Burgum</td>
<td>American Home Economics Association</td>
<td>1 Second Street, South</td>
</tr>
<tr>
<td>(alternate to Albert Hill)</td>
<td></td>
<td>Apt. 3-406, Fargo, ND 58103</td>
</tr>
<tr>
<td>Eloise Carter</td>
<td>1890 Land Grant Institutions</td>
<td>Associate Professor and Head of Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department of Home Economics, Tuskegee Institute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 203, Washington Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuskegee Institute, AL 36088</td>
</tr>
<tr>
<td>Jane Coulter</td>
<td>Higher Education Science and Education Administration</td>
<td>Deputy Assistant Director</td>
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<td></td>
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<td>Higher Education</td>
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<td></td>
<td></td>
<td>Room 428W, Administration Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. Department of Agriculture, Washington, DC 20250</td>
</tr>
<tr>
<td>Elizabeth Davis</td>
<td>Cooperative Research Science and Education Administration</td>
<td>Assistant Deputy Administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Nutrition, Food and Social Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Room 640B, South Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. Department of Agriculture, Washington, DC 20250</td>
</tr>
<tr>
<td>Alexander Doberenz</td>
<td>Experiment Station Committee on Organization and Policy, Home Economics Subcommittee</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College of Human Resources, University of Delaware</td>
</tr>
<tr>
<td></td>
<td></td>
<td>101 Alison Hall, Newark, DE 19711</td>
</tr>
<tr>
<td>Glenn Hardy</td>
<td>Resident Instruction Committee on Organization and Policy</td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College of Agriculture and Home Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Arkansas, Agriculture Building 205</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fayetteville, AR 72701</td>
</tr>
<tr>
<td>NAME</td>
<td>ORGANIZATION</td>
<td>ADDRESS</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alberta Hill</td>
<td>American Home Economics Association</td>
<td>Dean College of Home Economics, Washington State University, Pullman, WA 99164</td>
</tr>
<tr>
<td>Myron Johnsrud</td>
<td>Extension Committee on Organization and Policy</td>
<td>Director, North Dakota State University, Morrill Hall, Fargo, ND 58105</td>
</tr>
<tr>
<td>Rodney Leonard</td>
<td>Community Nutrition Institute</td>
<td>Executive Director, Community Nutrition Institute, 1146 19th Street, N.W., Washington, D.C. 20036</td>
</tr>
<tr>
<td>Luise Light</td>
<td>Human Nutrition Science and Education Administration</td>
<td>Head, Dietary Guidance and Nutrition Information Staff, Room 6022, South Building, U.S. Department of Agriculture, Washington, D.C. 20250</td>
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<td>Opal Mann</td>
<td>Extension Science and Education Administration</td>
<td>Deputy Administrator, Family Education, Room 5407, South Building, U.S. Department of Agriculture, Washington, D.C. 20250</td>
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<tr>
<td>Eula Masingale</td>
<td>National Association of State Universities and Land-Grant Colleges,</td>
<td>Dean, College of Home Economics, Southern University, Baton Rouge, LA 70813</td>
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<td>Helen McHugh</td>
<td>Association of Administrators of Home Economics</td>
<td>Dean, College of Home Economics, Colorado State University, 104 Gifford Building, Fort Collins, CO 80523</td>
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<tr>
<td>Ava Rodgers</td>
<td>Extension Science and Education Administration</td>
<td>Assistant Deputy Administrator, Family Education, Room 5407, South Building, U.S. Department of Agriculture, Washington, D.C.</td>
</tr>
<tr>
<td>Thomas Ronningen</td>
<td>State Agricultural Experiment Station Directors</td>
<td>Director at Large Northeastern Region Agricultural Experiment Stations, University of Maryland, 1326 Symons Hall, College Park, MD 20742</td>
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<td>Katherine Tippett</td>
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<td>Jane Voschick</td>
<td>Extension Science and Education Administration</td>
<td>Acting Deputy Administrator for Food and Nutrition</td>
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<td>Albert Grable</td>
<td>Joint Planning and Evaluation Science and Education Administration</td>
<td>Associate Chief</td>
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<td>Nancy Harries-Belck</td>
<td>Core Group Congressionally Mandated Extension Evaluation</td>
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<td>University of Tennessee</td>
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<td>Knoxville, TN 37916</td>
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<tr>
<td>Betty Hawthorne</td>
<td>Experiment Station Committee on Organization and Policy</td>
<td>Dean</td>
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<td>Corvallis, OR 97331</td>
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<tr>
<td>Marilyn Purdie</td>
<td>Extension Committee on Organization and Policy</td>
<td>State Leader, Home Economics Program</td>
</tr>
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<td>Extension Administration</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Mississippi State, MS 39762</td>
</tr>
<tr>
<td>Phyllis E. Worden</td>
<td>National Association of State Universities and Land-Grant Colleges,</td>
<td>Program Leader</td>
</tr>
<tr>
<td></td>
<td>Home Economics Commission</td>
<td>Family Living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colorado State University</td>
</tr>
<tr>
<td></td>
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<td>Fort Collins, CO 80523</td>
</tr>
</tbody>
</table>
## CONTRIBUTORS

<table>
<thead>
<tr>
<th>NAME</th>
<th>ORGANIZATION</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgianne Baker</td>
<td>Program Planning Staff Science and Education Administration</td>
<td>Room 10, Building 005 U.S. Department of Agriculture BARC-West Beltsville, MD 20705</td>
</tr>
<tr>
<td>Ron Daly</td>
<td>Extension Science and Education Administration</td>
<td>Room 5034, South Building U.S. Department of Agriculture Washington, D.C. 20250</td>
</tr>
<tr>
<td>Robyn Frank</td>
<td>Technical Information Systems Science and Education Administration</td>
<td>Food and Nutrition Information Center Room 304, NAL Building Beltsville, MD 20705</td>
</tr>
<tr>
<td>Louise Gentry</td>
<td>Program Coordinator assigned by Cooperative Research to SEA Program Planning Staff December 1979 to May 1980</td>
<td>Professor College of Human Development Pennsylvania State University Catherine Beecher House University Park, PA 16802</td>
</tr>
<tr>
<td>Colleen Hefferan</td>
<td>Agricultural Research Science and Education Administration</td>
<td>Family Economic Research Group Room 339, Center Building 1 U.S. Department of Agriculture Hyattsville, MD 20782</td>
</tr>
<tr>
<td>Leonard L. Jansen</td>
<td>Technical Information Science and Education Administration</td>
<td>Program Planning Staff Room 12, Building 005 BARC-West Beltsville, MD 20705</td>
</tr>
<tr>
<td>Josephine Lawyer</td>
<td>Extension Science and Education Administration</td>
<td>Room 5413, South Building U.S. Department of Agriculture Washington, D.C. 20250</td>
</tr>
<tr>
<td>Nancy Leidenfrost</td>
<td>Extension Science and Education Administration</td>
<td>Room 5406, South Building U.S. Department of Agriculture Washington, D.C. 20250</td>
</tr>
<tr>
<td>Frances Mancini</td>
<td>Nesbitt College</td>
<td>Drexel University Philadelphia, PA 19104</td>
</tr>
<tr>
<td>Elaine McLaughlin</td>
<td>Technical Information Systems Science and Education Administration</td>
<td>Food and Nutrition Information Center Room 304, NAL Building Beltsville, MD 20705</td>
</tr>
<tr>
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<tr>
<td>Barbara Osgood</td>
<td>Program Coordinator assigned by Cooperative Research to SEA Program Planning Staff</td>
<td>Research Associate</td>
</tr>
<tr>
<td></td>
<td>June 1980 to September 1980</td>
<td>Department of Consumer Economics and Housing</td>
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<tr>
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<td>College of Human Ecology</td>
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<td>Glenda Pifer</td>
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<td>Joint Planning and Evaluation Staff</td>
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<tr>
<td>Linda Piker</td>
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<td>Jeanne Priester</td>
<td>Extension Science and Education Administration</td>
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<td>Velld Rankin</td>
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<td>Marilyn Does Ruffin</td>
<td>Agricultural Research Science and Education Administration</td>
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<td>Patricia Swan</td>
<td>Human Nutrition Science and Education Administration</td>
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<tr>
<td>Dennis Unglesbee</td>
<td>Current Research Information System Science and Education Administration</td>
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</tbody>
</table>
APPENDIX E: REGIONAL MEETINGS

PLANNING COMMITTEES BY REGION

NORTH CENTRAL: St. Louis, MO, King's Inn, March 21, 1980

Local Planning Committee

Bea Litherland, Chairman and Program Participant

Norma Bobbitt
also Program Participant

Robert E. Sward
also Program Participant

Other Program Participants

Beryl Lyman

Frances Magrabi

Hamilton L. McCubbin

Dana C. Wilms

Position

Dean, College of Home Economics
University of Missouri

Assistant Dean, College of Human Ecology
Michigan State University

Assistant Director, Cooperative Extension Service
University of Nebraska

East-West Gateway Area Director
University of Missouri, St. Louis

Group Leader, Families and Consumers
U.S. Department of Agriculture, SEA

Professor, Family Social Science
University of Minnesota

Assistant Dean, Home Economics Extension
Purdue University

NORTHEASTERN, Philadelphia, PA, Drexel University, April 17, 1980

Local Planning Committee

Beatrice H. May, Chairman and Program Participant

Alexander Döberenz

Anne Kozik

Marjorie Rankin
also Program Participant

Jacqueline Wirth

Position

Chairman, Home Economics Extension
Rutgers University

Dean, College of Human Resources
University of Delaware

President, Pennsylvania Home Economics Association
Malvern, PA

Dean
Nesbitt College
Drexel University

Extension Home Economist
Pennsylvania State Extension Service
Other Program Participants

Elsie Fetterman

Peter Hollander

Sarah L. Manning

Corrine H. Robinson

Sara Taubin

James E. Van Horn

Position

Assistant Director of Extension for Home Economics
Cooperative Extension Service
University of Massachusetts

Director, Solar Energy Project
Franklin Research Center
Philadelphia, PA

Professor and Chairperson, Consumer Studies and Home Economics
State University College at Buffalo, NY

Professor of Nutrition Emeritus
Nesbitt College
Drexel University

Associate Professor, Human Behavior and Development
Nesbitt College
Drexel University

Family Sociology Extension Specialist and Associate Professor of Rural Sociology
Pennsylvania State University

SOUTHERN, Atlanta, GA, Ramada Inn, April 23, 1980

Local Planning Committee

Emily Quinn Pou, Chairman
and Program Participant

Wanda Grogan

Dorothy Tate

Alva Youngner
also Program Participant

Position

Dean, College of Home Economics
University of Georgia

Home Economics Program Specialist
Georgia Center for Continuing Education
University of Georgia

Assistant Director, Home Economics Cooperative Extension Service
Auburn University

Assistant Director, Home Economics Cooperative Extension Service
University of Georgia
Other Program Participants

Nancy Belck
Sandy Holland
Yvonne Jackson
Sharon Price-Bonham
Ava Rodgers

Position

Dean, College of Home Economics
University of Tennessee

Extension Specialist, Energy Conservation
Cooperative Extension Service
University of Kentucky

Nutrition Specialist
Alabama Cooperative Extension Service
Auburn University

Associate Professor
Child & Family Development Department
College of Home Economics
University of Georgia

Assistant Deputy Administrator
Family Education
SEA-Extension
U.S. Department of Agriculture

WESTERN, Seattle, WA, SEA-TAC Airport, March 28, 1980

Local Planning Committee

Margaret Hard, Chairman and Program Participant

Patricia Coolican

Cleo Hall

Position

Chairman, Home Economics Research Center
Washington State University

Assistant Director, Family Education
Cooperative Extension Service
Oregon State University

State Leader, Family Living Program
Cooperative Extension Service
Washington State University

Dean, College of Home Economics
Washington State University
Nancy Johnson
also Program Participant

Helen McHugh
also Program Participant

Caroline Wilkins
also Program Participant

Other Program Participants:

Elda Armstrong

Louise Gentry

Nancy Haugland

Director, Home and Family Life Education
State Superintendent of Public Instruction, Olympia, WA

Dean, College of Home Economics
Colorado State University

Administrator, Consumer Services Division
Salem, OR

Position

President, Washington State Extension Homemakers Council

Program Coordinator, Program Planning Staff
U.S. Department of Agriculture, SEA

Consultant, Community Relations Department
Pacific Power and Light Company
Portland, OR
AGENDA (SAMPLE)
King's Inn - St. Louis, Missouri
March 21, 1980

9:15 a.m.  Coffee

9:30  Agenda for Action and Input
Bea Litherland, Arrangements Chairperson
Dean, College of Home Economics
University of Missouri-Columbia

9:40  USDA Perspectives on New Initiatives for Home Economics
Frances Magrabi, Group Leader, Families and Consumers
United States Department of Agriculture

9:50  National Steering Committee Perspectives on New Initiatives for Home Economics
Roberta Sward, Steering Committee Member
Assistant Director of Cooperative Extension
University of Nebraska-Lincoln

10:10  New Initiatives Needs, Viewed from the Perspective of:

RESIDENT Instruction
Norma Bobbitt, Assistant Dean
College of Human Ecology
Michigan State University

RESEARCH
Hamilton I. McCubbin, Professor and Chair
Family Social Science
College of Home Economics
University of Minnesota

EXTENSION
Dama Wilms
Assistant Dean, Consumer and Family Sciences
Purdue University

USER GROUPS
Beryl Lycan, Area Director
University of Missouri Extension
St. Louis, Missouri

11:00-2:55  Discussion Groups
Lunch will be served in McMaon's.
Groups will be called at staggered intervals so that lunch will not consume too much working time.

3:00  New Initiatives for Home Economics: Summing Up--King Henry VIII Room

4:00  Adjourn
FRAMEWORK FOR DISCUSSION

The Context

All participants should be encouraged to present their suggestions, questions, ideas, proposals, examples, assessments, arguments and doubts. Because time is limited, however, the issues should be within the parameters suggested by the following factors:

a. USDA's responsibility as the lead agency in the Federal Government for the food and agricultural sciences (which includes home economics, human nutrition, and family life);

b. Current (and future) national economic problems and social issues within the domain of home economics; and

c. Home economics' unique present and potential contribution to preventing and solving such problems.

Some Criteria

Each recommendation for a new initiative should be subjected to the following examination:

1. Is it important; really important? Why?
2. Does it address an urgent national economic problem or social issue?
3. Is it within the domain of home economics?
4. Can it be implemented? How?
5. Is it focussed? Is it specific?
6. Who is the target population? Why is this an important group to serve?
7. Does it crosscut and integrate among content areas?
8. Does it provide for collaboration of new research and education efforts?

In Summary

The group's discussion should eventually yield responses (consensus?) to the broad questions below.

1. What major initiatives in home economics research, extension, and teaching should be emphasized?
2. What specific aspects should be stressed?
3. Who should be served, on a priority basis?
4. Why are these initiatives and these populations given priority?
5. How might these initiatives be implemented?

Specific Objectives for the 1890's

The responses to the above questions should shape the specific objectives for home economics research, extension, and teaching in the current decade.
SUMMARY SHEET: GROUP AND INDIVIDUAL

Thrust Area

Leader ___________________________ Reorder ___________________________

Other members of the group:

1. Initiative(s) deemed most important: (can identify by letter or description used in paper, if appropriate).

2. Specific aspects to be stressed:

3. Target population to be served:

4. Reasons for assigning priority to this (these) initiative(s): (Cite examples, if appropriate).

5. Suggestions for implementation:

6. Specific objective(s) for the 1980's:

Individual Assessment

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Your opinions are important to the assessment and decision process. After reviewing the supporting documents, considering other reliable sources of information, and participating in the day's discussions, please evaluate each proposed "initiative" following the outline given. Identify by thrust and letter or description, the "initiative" being assessed (e.g., "Family Econ. Stability & Security, B"). Use a separate sheet for each "initiative."

New Initiative: ____________________________

1. Identify specific aspects of the "initiative" which should be stressed or ignored.

2. Suggest ways home economics can tackle the issue to prevent and solve pertinent problems.

3. Assign rating to the "initiative" according to the scale below.

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4. Indicate why you rated the "initiative" as you did.

Other comments and suggestions: (Use other side of sheet)
CONFERENCE PARTICIPANTS, SOUTHERN REGION

ALABAMA

Boles, William
Assistant Professor of Housing
Department of Consumer Affairs
Auburn University
Auburn, AL 36830

Carter, Eloise
Head
Department of Home Economics
Tuskegee Institute
Tuskegee Institute, AL 36088

Crenshaw, Mary A.
Dean
School of Home Economics
The University of Alabama
Box 1488
University, AL 35486

Dawson, James I.
Associate Dean
Agribusiness Education
Alabama A & M University
Huntsville, AL 35762

Fick, Bessie D.
Professor and Head
Department of Nutrition and Foods
Auburn University
Auburn, AL 36830

Galbraith, Ruth L.
Dean
School of Home Economics
Auburn University
Auburn, AL 36830

Hammer, Tommy J.
Department Coordinator
Human Development & Family Life
School of Home Economics
University of Alabama
P.O. Box 1488
University, AL 25486

Jackson, Yvonne
Nutrition Specialist
Alabama Cooperative Extension Service
Auburn University
207 Duncan Hall
Auburn, AL 36830

Johnson, Beulah
President
AAUW
P.O. Box 96
Tuskegee Institute, AL 36088

Langley, Nina
Vice President
Alabama Extension Homemakers Council
Route 1, Box 354
Lafayette, AL 36862

Purcell, Mary Lou
Professor & Department Head
Family & Child Development Department
Auburn University
Auburn, AL 36830

Rouse, R. Dennis
Dean and Director
School of Agriculture
Agricultural Experiment Station
Auburn University
Auburn, AL 36830

Tate, Dorothy
Assistant Director, Home Economics
Cooperative Extension Service
Auburn University
Duncan Hall
Auburn, AL 36830

Walden, Olivia
Project Director
Commission on Aging Project
School of Home Economics
Auburn University
Auburn, AL 36830
White, Harold C.  
Energy Coordinator  
Macon County Community Action  
312 E. Northside Street  
Tuskegee, AL 36083

**ARKANSAS**

Arnold, Mary H.  
County Extension Agent  
Home Economics Leader  
P.O. Box 486  
Lake Village, AR 71653

Berkemeyer, Sue  
Vice-Chairman  
Women's Committee  
Arkansas Farm Bureau  
4503 Galla Rock  
Atkins, AR 72823

Brannan, Betty Jean  
State Leader  
Home Economics  
Arkansas Cooperative Extension Service  
University of Arkansas  
Little Rock, AR 72203

Dixon, Betty  
President  
Arkansas Extension Homemakers  
Route #1  
Rose Bud, AR 72137

Hardy, Glenn  
Dean  
College of Agriculture and Home Economics  
University of Arkansas  
Agriculture Building 205  
Fayetteville, AR 72701

Larry, Dorothy  
Head  
Department of Home Economics  
University of Arkansas  
Fayetteville, AR 72701

Shipman, Betty  
Women's Committee  
Arkansas Farm Bureau  
Route 1, Box 204  
Pine Bluff, AR 71661

**FLORIDA**

Hackler, Madine  
Associate Professor  
Home Economics  
University of Florida  
3002 McCarty Hall  
Gainesville, FL 32611

Mintz, Betty T.  
President-Elect  
Florida Extension Homemakers  
7218 Judd Way  
Orlando, FL 32807

Moore, Mary A.  
Extension/ Home Economics Agent  
2350 E. Michigan Avenue  
Orlando, FL 32806

Morrill, Olive  
Assistant Dean and Chairman  
Home Economics Programs  
University of Florida  
3001 McCarty Hall - IFAS  
Gainesville, FL 32611

Sitton, Margaret  
Dean  
School of Home Economics  
Florida State University  
Gainesville, FL 32611
GEORGIA

Albright, Carol
Public Relations Department
Rich's Department Store
P.O. Box 4539
Atlanta, GA 30302

Bauerband, Jean G.
Fulton County Extension Agent
Extension Service
Room 506
165 Capital Avenue
Atlanta, GA 30303

Brown, Amanda J.
Extension Home Economist
Educational Methods
P.O. Box 1209
Tifton, GA 31794

Conteh, Dorothy Burns
Chairperson
Division of Home Economics
Fort Valley State College
102 Powell Street
Fort Valley, GA 31030

Kesler, Mary Faye
Georgia Homemakers
Route 3
Carnesville, GA 30521

Lasseter, Ida
Extension Home Economist
Cooperative Extension Service
P.O. Box 4061 FUSE
Fort Valley, GA 31030

McKay, Joyce
Family Health Unit, NIH
U.S. Public Health Service
Suite 1221
101 Marietta Street
Atlanta, GA 30303

Morgan, Beth
Aging Planning Division
Atlanta Regional Commission
230 Peachtree Street, NW
Suite 200
Atlanta, GA 30303

Morrow, Joyce
Administrative Assistant
Marketing & Home Service
Department
Atlanta Gas Light Company
P.O. Box 4569
Atlanta, GA 30303

Padgett, Joy
County Extension Agent
P.O. Box 88
Cedartown, GA 30125

Peisher, Ann V.
Coordinator - EFNEP
University of Georgia Extension Service
Athens, GA 30602

Pou, Emily Quinn
Dean
College of Home Economics
University of Georgia
Dawson Hall
Athens, GA 30602

Cooper, Jean
Chairman
Home Economics Department
Morris Brown College
3295 Toney Drive
Decatur, GA 30032

Deal, Therry N.
Chairman
Department of Home Economics
Georgia College
Milledgeville, GA 31061

Duman, Mildred J.
State Chairman
Georgia Farm Bureau for Women
1723 Elberta Road
Warner Robbins, GA 31093

Grogan, Wanda
Home Economics Program Specialist
Georgia Center for Continuing Education
University of Georgia
Athens, GA 30602
Herring, Leah J.
Supervisor
Division Customer Education
Georgia Power Company
P.O. Drawer C
Rome, GA 30105

Hill, Louise
Women's Coordinator
Georgia Farm Bureau
Box 7068
Macon, GA 31211

Jones, Bess
President-Elect
Georgia Homemakers Council
Box 7
Matthews, GA 30818

Kellogg, Gloria
President
Georgia Home Economics Association
Route 8, Hembridge Hill
Canton, GA 30114

Youngner, Alva
Assistant Director, Home Economics
Cooperative Extension Service
University of Georgia
Hoke Smith Annex
Athens, GA 30602

KENTUCKY

Brookshire, Margie
President
Kentucky Extension Advisory Council
Box 209
Harrodsburg, KY 40143

Davis, Karen
President
State Association of Extension Home Economics
Box 128, Farm Bureau Building
400 Main Street
Falmouth, KY 41040

Holland, Sandy
Extension Specialist, Energy Conservation
Cooperative Extension Service
University of Kentucky
Room 132, Ag. Engineering Building
Lexington, KY 40506

Stewart, Marjorie
Dean
College of Home Economics
University of Kentucky
107 Erikson Hall
Lexington, KY 40506

Wallace, Bettie
President
Kentucky Extension Homemakers Association
Route 2, Box 46
Princeton, KY 42445

Price-Bonham, Sharon
Associate Professor
Child & Family Development Department
College of Home Economics
University of Kentucky
Athens, GA 30602

Reagor, Jane
Instructor, Housing and Interior Design
Georgia Southern College
111 Valley Circle
Statesboro, GA 30460

Rogers, Nancy
Information Specialist
Georgia Department of Agriculture
Capitol Square
Atlanta, GA 30334
Smith, Sue L.
Assistant Professor
Home Economics Division 8034
Georgia Southern College
Statesboro, GA 30458

South, Anne
Advisor
Georgia Homemakers Council
Route 1
Martin, GA 30557

Spates, Joye H.
District Agent
Home Economics
University of Georgia
Cooperative Extension Service
Suite 335
3951 Snapfinger Parkway
Decatur, GA 30035

Weatherly, Cindi
120 Sherwood Drive
Watkinsville, GA 30677

Yeatts, Pearline
Associate Professor
Education Psychology
College of Education
University of Georgia
Athens, GA 30602

Weeks, O'Neal
Associate Professor
Family Studies
University of Kentucky
Lexington, KY 40546

LOUISIANA

Hodgkins, Betty Jane
State Agent for Home Economics
Louisiana State University
Knapp Hall
Baton Rouge, LA 70893

Masingale, Eula M.,
Dean
College of Home Economics
Southern University
P.O. Box 9217
Baton Rouge, LA 70813

Quaint, Brenda
Louisiana Hunger Coalition
203 Carondelet Street
Suite 801
New Orleans, LA 70130

Sailor, Patricia J.
Director
School of Home Economics
Louisiana State University
Baton Rouge, LA 70803

MISSISSIPPI

Alexander-Elmore, Patsy
President-Elect
Mississippi Home Economics Association
Box 496
University, MS 38677

Fortenberry, Frances
Assistant to State leader
Home Economics Programs & Housing Specialist
Cooperative Extension Service
Mississippi State University
P.O. Box 5405
Mississippi State, MS 39762

Jones, Alpha
Chairperson
Department of Home Economics
Alcorn State University
Lorman, MS 39096

Snyder, Jean K.
Head
Department of Home Economics
Mississippi State University
P.O. Drawer HE
Mississippi State, MS 39762
NORTH CAROLINA

Ambrun, L. F., Jr.
Chairman
North Carolina Agricultural Extension Council
Box 207
Edenton, NC 27932

Cofer, Eloise S.
Assistant Director for Home Economics
North Carolina Agricultural Extension Service
Box 5097
Raleigh, NC 27607

Herman, Glenda M.
Extension Housing Specialist
North Carolina State University
210 Ricks Hall
Raleigh, NC 27607

Holoman, Katherine H.
Executive Director
North Carolina Council on Social Services, Inc.
Box 532
Raleigh, NC 27602

Kriz, George J.
Assistant Director
North Carolina Agricultural Research Service
North Carolina State University
Raleigh, NC 27650

Owens, Betsy
President
North Carolina Home Economics Association
109 S. Main Street
Rocky Mount, NC 27802

Shoffner, Sarah H.
Director
Home Economics Center for Research
School of Home Economics
University of North Carolina
Greensboro, NC 27412

Whitfield, Marguerite
President
North Carolina Extension Homemakers Association, Inc.
Route 4, Box 317
Kinston, NC 28501

Wiser, Betty H.
Executive Director
Council on Aging
404 Dixie Trail
Raleigh, NC 37607

OKLAHOMA

Baker, Edna Mae
NW District Extension Home Economist
Oklahoma State University
P.O. Box 3627
Enid, OK 73701

Johnston, William
Director
Center for Consumer Services
Oklahoma State University
Stillwater, OK 74074

SOUTH CAROLINA

Adams, Leola
Head
Teacher Education
South Carolina State College
Box 1686
Orangeburg, SC 29117
Grove, Helen  
Assistant to the Dean  
College of Home Economics  
University of Tennessee  
Knoxville, TN 37916

Proffitt, Margaret  
Chairman  
Tennessee Farm Bureau Women's  
Committee  
Route 2  
Maryville, TN 39801

Stauss, Jay  
Assistant Dean of Graduate Studies  
College of Home Economics  
University of Tennessee  
Knoxville, TN 37916

Wigo, Tyrone  
Director and Research Leader  
USDA/SEA Textiles & Clothing  
Laboratory  
University of Tennessee  
1303 W. Cumberland  
Knoxville, TN 37916

TENNESSEE  

Anderson, Virginia  
Assistant Professor  
Department of Home Economics  
Lamar University  
P.O. Box 10035  
Beaumont, TX 77710

Durrett, Mary Ellen  
Professor & Chairman  
Department of Home Economics  
University of Texas at Austin  
Austin, TX 78712

Kitching, Jennie C.  
Assistant Director for Home Economics  
Texas Agricultural Extension Service  
Texas A&M University  
College Station, TX 77843

Luckyhardt, Mildred C.  
Head  
Home Economics Department  
East Texas State University  
Commerce, TX 75428

Robinson, Nell B.  
Chairman  
Department of Home Economics  
Texas Christian University  
Fort Worth, TX 76129

Stubbs, Alice C.  
Professor and Head  
Consumer Research  
Texas A & M University  
College Station, TX 77843

VIRGINIA  

Barolay, Nancy  
Head  
Department of Management, Housing,  
& Family Development  
Virginia Polytechnic Institute &  
State University  
218 Wallace Hall  
Blacksburg, VA 24061

Fite, Barbara  
Director  
Family Resources  
Virginia Polytechnic Institute &  
State University  
Blacksburg, VA 24060

TEXAS  

Luckhardt, Mildred C.  
Head  
Home Economics Department  
East Texas State University  
Commerce, TX 75428

Robinson, Nell B.  
Chairman  
Department of Home Economics  
Texas Christian University  
Fort Worth, TX 76129

Stubbs, Alice C.  
Professor and Head  
Consumer Research  
Texas A & M University  
College Station, TX 77843
CONFERENCE PARTICIPANTS, NORTH CENTRAL REGION

ILLINOIS

Banwart, Florence L.
President-Elect
Illinois’ Home Economics Association
626 Lakeview Drive
East Peoria, IL 61611

Coon, Geneva
President
Randolph County Home Economics Extension Association
504 S. Park
P.O. Box 35
Steelville, IL 62288

Craig, Karen E.
Assistant Director
Cooperative Extension Service
School of Human Resources and Family Studies
University of Illinois
528 Bevier Hall
Urbana, IL 61801

Dresch, Mildred
District I Director
Illinois Home Economists Extension Federation
Rt. 2, Box 30
Alhambra, IL 62001

Eddleman, Jacqueline
Interim Associate Dean
College of Human Resources
Southern Illinois University
Carbondale, IL 62901

Friend, Shirley E.
Coordinator of Home Economics
Southern Illinois University
Quigley 311
Carbondale, IL 62901

Fuller, Frances E.
Illinois Homemakers Extension Federation District VIII
808 Wilshire Drive
Belleville, IL 62223

Huss, Catherine
County Extension Adviser
Home Economics
University of Illinois Cooperative Extension Service
116 South Charles Street
P.O. Box 331
Belleville, IL 62222

Khattab, Anna Carol Fults
Coordinator
Home Economics Extension
College of Education
Southern Illinois University
Carbondale, IL 62901

Mauck, Catherine R.
Extension Adviser—Home Economics
University of Illinois Cooperative Extension Service
900 Hillsboro
P.O. Box 427
Edwardsville, IL 62025

Mehrtens, Charlotte
Extension Council President
Home Economics Extension Council
116 South Charles Street
P.O. Box 331
Belleville, IL 62222

Rehkemper, Helen
Clinton County Home Economists Extension Association
Rt. 2, Box 49
Highland, IL 62249

Rodemich, Ruth Ann
Member
St. Clair County Extension Council
Belleville, IL 62222
Stahlhut, Shirley
President
Madison County Homemakers Extension Association
Rt. 8, Box 192
Edwardsville, IL 62025

Stille, Debra
Assistant Home Economics Adviser
Cooperative Extension Service, 116 South Charles Street
P.O. Box 331
Belleville, IL 62221

Swope, Mary Ruth
Dean
School of Home Economics
Eastern Illinois University
Charleston, IL 61920

INDIANA

Fowler, Beverly
Chairman
Department of Home Economics
Indiana State University
Terre Haute, IN 47802

Fuqua, Mary E.
Associate Dean
School of Consumer and Family Sciences
Purdue University
114 Stone Hall
West Lafayette, IN 47907

Roach, Cecelia
Assistant Professor
Department of Home Economics
Indiana University
Bloomington, IN 47405

Wells, Dama C.
Assistant Dean
Home Economics Extension
School of Consumer and Family Sciences
Purdue University
Stone Hall 94
West Lafayette, IN 47907

IOHA

Elliott, Elizabeth
Associate Dean and State Leader
College of Home Economics
Iowa State University
128 MacKay
Ames, IA 50011

Heitsley, Mary E.
Assistant Dean for Research and Graduate Education
College of Home Economics
Iowa State University
Ames, IA 50011

KANSAS

Hoeflin, Ruth
Dean
College of Home Economics
Kansas State University
119 Justin Hall
Manhattan, KS 66506

Hortvedt, Marjory A.
Assistant Director of Extension Quality of Living Programs
Kansas Cooperative Extension Service
Kansas State University
201 Umberger Hall
Manhattan, KS 66506

MICHIGAN

Bobbitt, Norma
Assistant Dean for Academic Programs
College of Human Ecology
Michigan State University
East Lansing, MI 48824

McMullen, Elsa A.
Chairperson
Department of Home Economics
Central Michigan University
Mt. Pleasant, MI 48859
Tucker, Janice  
Expanded Food & Nutrition Program  
Cooperative Extension Service  
C-4215 W. Pasadena  
Flint, MI 48504

Wetters, Doris  
Assistant Director of Extension for Family Living Education Programs  
Cooperative Extension Service  
Michigan State University  
108 Agriculture Hall  
East Lansing, MI 48824

MINNESOTA

McCubbins, Hamilton  
Professor & Chair  
Family Social Sciences  
College of Home Economics  
University of Minnesota  
St. Paul, MN 55108

McFarland, Keith  
Dean  
College of Home Economics  
University of Minnesota  
32 McNam Hall  
1985 Buford Avenue  
St. Paul, MN 55108

Quesenberry, Evelyn P.  
Program Director  
Home Economics - Family Living  
Cooperative Extension Service  
University of Minnesota  
250 Caffey Hall  
St. Paul, MN 55108

Tucker, Janice  
Expanded Food & Nutrition Program  
Cooperative Extension Service  
C-4215 W. Pasadena  
Flint, MI 48504

Wetters, Doris  
Assistant Director of Extension for Family Living Education Programs  
Cooperative Extension Service  
Michigan State University  
108 Agriculture Hall  
East Lansing, MI 48824

MINNESOTA

McCubbins, Hamilton  
Professor & Chair  
Family Social Sciences  
College of Home Economics  
University of Minnesota  
St. Paul, MN 55108

McFarland, Keith  
Dean  
College of Home Economics  
University of Minnesota  
32 McNam Hall  
1985 Buford Avenue  
St. Paul, MN 55108

Quesenberry, Evelyn P.  
Program Director  
Home Economics - Family Living  
Cooperative Extension Service  
University of Minnesota  
250 Caffey Hall  
St. Paul, MN 55108

Buck, Evelyn  
Department of Agricultural Natural Resources and Home Economics  
Lincoln University  
Jefferson City, MO 65101

Cain, Kay  
President  
Missouri Extension Homemakers Association  
Route 1  
Essex, MO 63846

Coleman, Marilyn  
Chairperson  
Child and Family Development  
College of Home Economics  
University of Missouri - Columbia  
Columbia, MO 65211

Grites, Janet  
Associate Professor  
Home Economics  
Fontbonne College  
6800 Wydown  
St. Louis, MO 63105

Frasier, Eleanor R.  
Chairperson  
Department of Home Economics  
St. Louis Community College  
3400 Pershall Road  
St. Louis, MO 63135

Canong, Larry  
Assistant Professor  
Department of Home Economics  
Central Missouri State University  
Warrensburg, MO 64093

Garrett, Mildred  
Lutheran Family Services  
4625 Lindell  
St. Louis, MO 63108

George, Ruth  
Program Coordinator  
University of Missouri Extension  
University of Missouri - Columbia  
508 Clark Hall  
Columbia, MO 65211

234
Quigley, Kathe L.
Family Economics & Management Specialist
University of Missouri Extension
414 E. Main
Union, MO 63084

Ruffin, Denise
Lutheran Family Services
4625 Lindell
St. Louis, MO 63108

Schiff, Wendy
Instructor
Human Nutrition
College of Home Economics
University of Missouri - Columbia
Columbia, MO 65211

Shull, Dorothy
Vice-President
Missouri Extension Homemakers Association
Rt. 1, Box 361
Carthage, MO 64836

Siebert, Mary Ellen
Food and Nutrition Specialist
University of Missouri Extension
P.O. Box 97
Hillsboro, MO 63050

Smith, Mildred
Food and Nutrition Specialist
University of Missouri Extension
701 S. Brentwood
Clayton, MO 63301

Wheeler, Betty
Homemaker
Essex, MO 63846

NORTH DAKOTA

Anderson, Donald E.
Associate Director
Agricultural Experiment Station
North Dakota State University
State University Station
Fargo, ND 58105

Burgum, Katherine K.
Former Dean
College of Home Economics
North Dakota State University
Fargo, ND 58105

Voss, Jacqueline H.
Dean
College of Home Economics
North Dakota State University
Fargo, ND 58105

OHIO

Beaubien, Mary J.
Chair
Department of Home Economics
Youngstown State University
401 Wick Avenue
Youngstown, OH 44555

Firebaugh, Francille M.
Associate Dean and Director
School of Home Economics
The Ohio State University
1787 Neil Avenue
Columbus, OH 43210

Palmert, Judith
Chairman
Department of Home Economics
University of Dayton
Dayton, OH 45469

NEBRASKA

Sward, Roberta E.
Assistant Director
Cooperative Extension Service
University of Nebraska
213 Ag Hall
Lincoln, NE 68583

Russell, Ronald L.
Chair
Department of Home Economics
Bowling Green State University
Bowling Green, OH 43403
WISCONSIN

Samenfink, J. Anthony
Dean
School of Home Economics
University of Wisconsin - Stout
Menomonie, WI 54751

CONFERENCE PARTICIPANTS, WESTERN REGION

CALIFORNIA

Schurz, Howard
Department of Consumer Science
University of California at Davis
Davis, CA 95611

COLORADO

McHugh, Helen
Dean
College of Home Economics
Colorado State University
Fort Collins, CO 80525

IDAHO

Carter, Tia
Nutrition Grant Coordinator
Idaho Office on Aging
700 W. State, Statehouse Mall
Boise, ID 83720

Johnson, Maurice E.
State 4-H Leader
Idaho Cooperative Extension Service
University of Idaho
Moscow, ID 83843

Spidaht, Ruth
State Home Economics Leader
University of Idaho
Room 224, Morrill Hall
Moscow, ID 83843

MONTANA

Briggs, Margaret
Department Head and Assistant Dean
Home Economics Department
Montana State University
Bozeman, MT 59717
Johnson, Martha R.
Program Coordinator for Human Resource Development (Extension)
Department of Home Economics
Montana State University
Bozeman, MT 59717

Klawitter, Lillian
President
Montana Home Economics Association
104 - 39th Street
Missoula, MT 59801

Parsons, Angelina O.
Associate Professor
Teacher Education
Department of Home Economics
Montana State University
Bozeman, MT 59715

Dyer, Bunny
P.O. Box 4
Mayville, OR 97830

Goodwin, Pauline
State Supervisor
Home Economics Education
Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310

Griffin, Marjorie
Vice President
National Extension Homemakers Council, Inc.
Route 2, Box 234
Vale, OR 97918

Haugland, Nancy
Consultant
Community Relations Department
Pacific Power and Light Company
920 S.W. 6th Street
Portland, OR 97204

Hawthorne, Betty
Dean
Home Economics
Oregon State University
Corvallis, OR 97339

Johnson, Jean
Coordinator
Home Economics Programs
Portland Public Schools
Portland, OR 97220

Lee, Sylvia L.
Head
Home Economics Education
Oregon State University
Corvallis, OR 97330

Myers, H. Joe
Assistant Director
Cooperative Extension Service
Oregon State University
Corvallis, OR 97331

NEVADA

Downer, Donna Beth
Dean
School of Home Economics
University of Nevada, Reno
Reno, NV 89557

Otto, Arleen
President-Elect
Nevada Home Economics Association
School of Home Economics
Nevada University
Reno, NV 89557

OREGON

Borchgrevink, Nancy
Dean of Instruction
Chemeketa Community College
Salem, OR 97301

Carlson, Elaine K.
Assistant Dean
School of Home Economics
Oregon State University
Corvallis, OR 97331
Peters, Jean H.
President
Oregon Home Economics Association
School of Home Economics
Oregon State University
Corvallis, OR 97331

Riley, Janette
Oregon Department of Agriculture
Agriculture Building
635 Capitol N.E.
Salem, OR 97310

Snider, Marty
President
Teachers of Home Economics in Oregon
3725 N.W. Van Buren
Corvallis, OR 97330

Steidel-Reckendorf, Elisa
Home Economist
Oregon Consumer League
950 Market N.E.
Salem, OR 97301

Stevenson, Marilyn
Home Economics Alumni
Oregon State University
3815 S.W. 50th Avenue
Portland, OR 97221

Wilkins, Caroline
Administrator
Consumer Services Division
111 Labor & Industries Building
Salem, OR 97310

Wybourn, Marjory
Administrator
Homecall of Oregon, Inc.
1233 S.E. 112 Avenue
Portland, OR 97216

UTAH

McFadden, Joan R.
Dean
College of Family Life
Utah State University
Logan, UT 84321

Noyes, Virginia
Cooperative Extension Service
Utah State University
Logan, UT 84321

WASHINGTON

Allison-Bruck, Vicky
Public Relations Director
Washington State Dairy Commission
1107 N.W. 45th Street
Room 205
Seattle, WA 98105

Andrews, Marianne
Former Director
Home & Family Life Education
State of Washington
P.O. Box 856
Olympia, WA 98507

Armstrong, Elda
President
Washington State Extension
Homemakers Council
21061 Indiana Rd. N.E.
Poulsbo, WA 98370

Barber, Kenneth E.
Extension Social Scientist
Cooperative Extension
Washington State University
301 Ag. Science Building
Pullman, WA 99164

Bath, Wayne
Associate Director
Cooperative Extension
Washington State University
Pullman, WA 99164
Bittner, Joy
Kittitas County Action Council, Inc.
115 W. 3rd
Ellensburg, WA 98926

Bramel, Sally
19273 Edgecliff Drive S.W.
Seattle, WA 98166

Bryan, Lela
Washington State Dairy Council
3830 Stoneway North
Seattle, WA 98103

Chamberlain, Alberta
National Farmers Organization
Rt. 4, Box 4
Moses Lake, WA 98837

Counts, Marétha 'Jane
Consumer Education Specialist
Office of State Attorney General
1366 Dexter Horton Building
Seattle, WA 98104

Cottrell, V.
808 - 9th Street
Snohomish, WA 98290

Crawford, Barbara
Representative, Region #10
Displaced Homemaker Network
P.O. Box 2386
Seattle, WA 98111

Crevalin, Julianne
Resource Trainer
Individualized Bilingual Instruction
P.O. Box 2367
Pasco, WA 99301

DeForest, Virginia
Education Representative
7409 Mercer Terrace Drive
Mercer Island, WA 98040

DeRouen, Timothy A.
Associate Dean
School of Public Health
University of Washington
Seattle, WA 98195

Duffan, Terry
Chief
Management and Planning
Administration on Aging, Region X
Arcade Plaza Bldg. M/S 809
1321 2nd Avenue
Seattle, WA 98101

Eicher, Shirley
Ehrig and Associates
1107 Northeast 45th Street
Seattle, WA 98105

Engman, Mary Lou
3424 71st Avenue, N.E.
Marysville, WA 98270

Estep, Kathy
President
National Federated Women's Clubs
1304 N.E. 199 Street
Ridgefield, WA 98641

Far, Jeannie
Kittitas County Action Council, Inc.
115 W. 3rd
Ellensburg, WA 98926

Gibb, Ruth
204 Viewcrest Road
Bellingham, WA 98225

Gonzales, Natalie
Nutrition Consultant
Department of Social and Health Services
LM-13, Building 12
Olympia, WA 98504

Grant, Jan
King County Extension Agent
Room 312, Smith Tower
Seattle, WA 98104
Gray, Sandra I.
Research Analyst
Office of Program Research-
House of Representatives
House Office Building - AL-21
Olympia, WA 98504

Hall, Cleo
State Leader
Family Living Program
Cooperative Extension Service
Washington State University
Pullman, WA 99164

Hanowell, Nancy
Convenor
Women & Poverty Committee
State Welfare Coalition
16512 - 62nd Place W.
Lynnwood, WA 98036

Hard, Margaret M.
Chairman
Home Economics Research Center
Washington State University
Pullman, WA 99164

Harrison, Linda
Acting Branch Chief
Employee Assistant
Bureau of Indian Affairs
P.O. Box 23
White Swan, WA 98952

Harrison, Virginia
President
North American Indian Women's Association
P.O. Box 23
White Swan, WA 98952

Hill, Alberta D.
Dean
College of Home Economics
Washington State University
Pullman, WA 99164

Holland, Loretta L.
Nutrition Programs Coordinator
Lower Columbia Community Action Council, Inc.
1516 Hudson
P.O. Box 2126
Longview, WA 98632

Huntzicker, Jane
Coordinator
Home Economics Department
Yakima Valley Community College
P.O. Box 1647
Yakima, WA 98907

Jensen, Betty
Extension Home Economist
Cooperative Extension Service
Snohomish County Agriculture Building
Everett, WA 98201

Johnson, Nancy
Director
Home and Family Life Education
State Superintendent of Public Instruction
Old Capitol Building FG11
Olympia, WA 98504

Lee, Donald J.
Assistant Director
Agricultural Research Center
Washington State University
Pullman, WA 99164

Martinez, Phyllis S.
Seattle Indian Center
121' Stewart Street
Seattle, WA 98178

Milehm, Colleen
Assistant Professor
Department of Home Economics - Family & Consumer Studies
Central Washington University
Ellensburg, WA 98926

Miller, Isabel L.
Women's Studies Program
Washington State University
Pullman, WA 99164
Moreno, Tito J.
Program Reviewer
Washington State Migrant Education
P.O. Box 719
Sunnyside, WA 98944

Murphy, Sharon
Nutrition Consultant
Nutrition Education and Training Program
201 N.W. 48th
Seattle, WA 98107

Nicacio, Bill
Community Services Coordinator
Northwest Rural Opportunities
804 Decatur
Sunnyside, WA 98944

O'Neil, Fern
Program Manager
Home and Family Life Education
Edmonds School District
3800 - 196th S.W.
Lynnwood, WA 98036

Oswald, Gilbert L.
President
Simpson Timber Company
900 - 4th Avenue
Seattle, WA 98164

Pate, Sally
3624 71st Avenue, N.E.
Marysville, WA 98270

Paul, Virginia
Executive Secretary
Washington State Beef Commission
P.O. Box 799
Ellensburg, WA 98926

Pratt-Marston, Christine
16512 - 62nd Place W.
Lynnwood, WA 98036

Price, David
Department of Agricultural Economics
Washington State University
Pullman, WA 99164

Primavera, Joanne
Renton Voc. Tech. Institute
3000 N.E. Fourth
Renton, WA 98055

Ramsland, Dorothy
Western Washington University
Bellingham, WA 98225

Reichelderfer, Suzanne
Program Development Section
DHS Bureau of Aging
OB 43-5
Olympia, WA 98506

Reynolds, Marilynn
Northwest Indian Women's Circle
13183 Mazanita Road, N.E.
Bainbridge Island, WA 98110

Rushford, Rita
National Farmers Organization
Star Route, Box 296
Moscow, WA 98837

Shippentower, Nancy
P.O. Box 884
Yelm, WA 98597

Shurtleff, Cynthia
Volunteer Advisor
March of Dimes
414 Securities Building
Seattle, WA 98101

Trainor, Pat
League of Women Voters
9610 Mary N.E.
Seattle, WA 98117

Warren, Charline J.
National President
National Extension Homemakers Council, Inc.
1139 - 419th Avenue
Longview, WA 98632

Warren, Pearl
Northwest Indian Women's Circle
P.O. Box 406
Kingston, WA 98346
### CONFERENCE PARTICIPANTS, NORTHEASTERN REGION

#### CONNECTICUT
- **Fallon, Marjorie**  
  St. Joseph College  
  1678 Asylum Avenue  
  West Hartford, CT 06117

- **Lawton, Rhea**  
  Connecticut Cooperative Extension Service  
  1280 Asylum Avenue  
  Carriage House  
  Hartford, CT 06105

#### DELAWARE
- **Adams, Eva**  
  Chairman  
  Department of Home Economics  
  Delaware State College  
  Dupont Highway  
  Dover, DE 19901

- **Ahl, Lynda**  
  Community Food and Nutrition Program  
  Delaware Office of Economic Opportunity  
  State Office Building  
  Fourth Floor  
  820 North French Street  
  Wilmington, DE 19801

- **Bieber, Catherine V.**  
  Associate Dean  
  College of Human Resources  
  University of Delaware  
  101 Alison Hall  
  Newark, DE 19711

- **Doberenz, Alexander R.**  
  Dean  
  College of Human Resources  
  University of Delaware  
  Newark, DE 19711
Finch, Mary Ann
State Leader
Delaware Cooperative Extension Service
University of Delaware
128 Agriculture Hall
Newark, DE 19711

Givens, Mabel F.
Delaware Extension Homemakers Council
713 East Market Street
Georgetown, DE 19947

Krackhardt, Marguerite E.
Delaware Cooperative Extension Service
University of Delaware
126 Agriculture Hall
Newark, DE 19711

Maw, Wallace H.
College of Human Resources
University of Delaware
Newark, DE 19711

McFarlane, Paul T.
College of Human Resources
University of Delaware
Newark, DE 19711

Nelson, Pat
Delaware Cooperative Extension Service
University of Delaware
129 Agriculture Hall
Newark, DE 19711

Powell, Kay
4-H Advisory Council
108 Old Camden Road
Dover, DE 19901

Rubin, Ellen
Delaware Energy Office
114 West Water Street
P.O. Box 1401
Dover, DE 19901

Short, Elva M.
President
Delaware Extension Homemakers
R.H. 1, Box 125E
Lees, DE 19958

Van Name, Judy
Department of Textiles, Design and Consumer Economics
College of Human Resources
University of Delaware
Newark, DE 19711

DISTRIBUTION OF COLUMBIA

Bailey, Judith I.
Deputy Director
D.C. Cooperative Extension Service
University of the District of Columbia
1331 H Street, N.W.
Washington, D.C. 20005

Dennis, Marceline
P.O. Box 56104
Washington, D.C. 20011

Gentry, Louise
Program Coordinator, Program Planning Staff
Science and Education Administration
U.S. Department of Agriculture
Washington, D.C. 20050

Holmes, Hattie
Washington, D.C. 20011

Leonard, Rodney
Executive Director
Community Nutrition Institute
1146 19th Street, NW.
Washington, D.C. 20036
MAINE

Cook, Richard A.
School of Human Development
College of Life Sciences and Agriculture
University of Maine at Orono
21 Merrill Hall
Orono, ME 04473

MARYLAND

Beaton, John
Dean
College of Human Ecology
University of Maryland
College Park, MD 20742

Cutler, Coralee
Maryland Cooperative Extension Service
Baltimore Arts Tower
21 South Eutaw Street
Baltimore, MD 21201

Dixon, Winifred
Maryland Farm Bureau, Inc.
Route 1, Box 337
Mechanicsville, MD 20659

Nerud, Georgia Stevens
Consumer and Food Econony Specialist
Cooperative Extension Service, Home Economics
University of Maryland
Room 1206 Symons Hall
College Park, MD 20742

Ronningen, Thomas
Director at Large,
Northeastern Region
Agricultural Experiment Stations
University of Maryland
1326 Symons Hall
College Park, MD 20742

MASSACHUSETTS

Fetterman, Elsie
University of Massachusetts
Stockbridge Hall
Amherst, MA 01002
Sacks, Trish C.  
Program Specialist  
Extension Home Economics  
Cooperative Extension Service  
University of Massachusetts  
106 Skinner Hall  
Amherst, MA 01003  

NEW HAMPSHIRE  
McGee, Bonnie  
Program Leader  
Extension Home Economics  
Cooperative Extension Service  
University of New Hampshire  
104 Taylor Hall  
Durham, NH 03824  

NEW JERSEY  
Allen, Clara L.  
Director  
New Jersey Division on Women  
363 West State Street  
Trenton, NJ 08625  

Aronson, Lois  
Home Economist  
Camden County Extension Service  
152 Ohio Avenue  
Clementon, NJ 08021  

Bolton, Doris  
Home Economics Department  
Douglass College  
Rutgers University  
Davidson Hall  
New Brunswick, NJ 08903  

Cuendet, Mary Anne  
New Jersey Department of Agriculture  
P.O. Box 1888  
Trenton, NJ 08625  

Guthrie, Lois  
Department of Home Economics  
Montclair State College  
Upper Montclair, NJ 07043  

Levine, Renee R.  
Dairy, Food and Nutrition Council, Inc.  
4 Maple Terrace  
Cherry Hill, NJ 08002  

May, Beatrice M.  
Chairman  
Department of Home Economics  
Cooperative Extension Service  
Cook College  
P.O. Box 231  
New Brunswick, NJ 08903  

McClelland, Miriam E.  
Coordinator  
School Nutrition Services  
New Jersey Department of Education  
225 West State Street  
Trenton, NJ 08625  

McConnell, Helen  
Home Economics Department  
Glassboro State College  
Westby Building  
Glassboro, NJ 08028  

McLendon, Ellawese  
Home Economist  
Essex County Extension Service  
125 Fairview Avenue  
Cedar Grove, NJ 07009  

Palzer, Doris  
Chairperson  
Department of Home Economics  
Glassboro State College  
Glassboro, NJ 08028
Sheelen, Anne L.
Nutrition Education Program
Leader
Cooperative Extension Service
Cook College
P.O. Box 231
New Brunswick, NJ 08903

Snyder, Celia K.
Douglass College
Rutgers University
Davidson Hall
New Brunswick, NJ 08903

Til, Donna
Johnson and Johnson Products, Inc.
501 George Street, J408
New Brunswick, NJ 08903

Velez, Miriam
Assistant Specialist in Child Abuse and Neglect
Home Economics Extension House
Cook College
P.O. Box 231
New Brunswick, NJ 08903

Wood, Rita T.
Extension Home Economist
Burlington County Extension Service
County Office Building
49 Rancocas Road
Mount Holly, NJ 08060

NEW YORK

Abrahamsen, M. Charlene Z.
President
New York State Association
Extension Home Economists
246 Griffing Avenue
Riverhead, NY 11901

Bisbee, Joyce
Creamer Dickson Basford, Inc.
1301 Avenue of the Americas
New York, NY 10019

Brown, Elizabeth A.
New York State Education Department
99 Washington Avenue, Room 1621
Albany, NY 12230

Doyka, Mary Ann
New York State P.T.A.
41 Chestnut Hill Lane, South Williamsville, NY 14221

Lensie, Karen
PEACE, Inc.
117-119 Gifford Street
Syracuse, NY 13202

Manning, Sarah L.
Chairperson
Consumer Studies and Home Economics
SUCB-Caudell
Room 206
1300 Elmswood Avenue
Buffalo, NY 14222

Rector, Regina
Cornell Cooperative Extension
College of Human Ecology
Cornell University
3M26 MVR Hall
Ithaca, NY 14853

Saltford, Nancy C.
New York State College of Human Ecology
Cornell University
Ithaca, NY 14853

Samson, Ethel W.
New York State Home Economics Association
Cornell University
212 Roberts
Ithaca, NY 14853

Yerka, Betty Lee
Cooperative Extension Programs
Cornell University
Martha Van Rensselaer Hall
Ithaca, NY 14853
PENNSYLVANIA

Bell, Helen E.
Program Leader
Home Economics
Cooperative Extension
The Pennsylvania State University
Room 311, Agricultural Administration Building
University Park, PA 16802

Carter, Dorcas
Cheyney State College
Cheyney, PA 19319

Caudle, Janet
Home Economics Department
Messiah College
Grantham, PA 17027

Clatterbuck, Kay
Department of Home Economics
Messiah College
Grantham, PA 17027

Demery, Mary
Home Economics Education
Philadelphia School District
Kennedy Center
734 Schuylkill Avenue
Philadelphia, PA 19146

East, Marjorie
Professor Emerita
The Pennsylvania State University
212 Rackley Building
University Park, PA 16802

Hastings, Kay M.
Pennsylvania Association of Extension Home Economics
Neshaminy Manor Center
Doylestown, PA 18901

Hollander, Peter
Director
Solar Energy Project
Franklin Research Center
Philadelphia, PA 19103

Jones, Kathleen
Dean
School of Home Economics
Indiana—University of Pennsylvania
Korman Hall
Indiana, PA 15705

Kotch, Josephine
Home Economics
Pennsylvania Cooperative Extension Service
5 Water Street, Court House Annex
Wilkes-Barre, PA 18702

Kozik, Anne
President
Pennsylvania Home Economics Association
38 Rabbit Run Road
Malvern, PA 19355

Kyriazis, Elpis
Home Economics Education
Philadelphia School District
Kennedy Center
734 Schuylkill Avenue
Philadelphia, PA 19146

Mitshtifer, Dorothy I.
Self-Employed Consultant
1411 Lafayette Parkway
Williamsport, PA 17701

Murphy, Charlotte C.
Extension News Editor
Pennsylvania State Extension
401 Agricultural Administration
University Park, PA 16802

Murray, Eloise
The Pennsylvania State University
212 Rackley Building
University Park, PA 16802

Ochiai, Arthur J.
Mayor's Commission on Aging
1317 Filbert Street, Suite 1002-3
Philadelphia, Pa 19107
Pearson, Lois  
Nesbitt College  
Drexel University  
Nesbitt Hall  
33rd and Market Streets  
Philadelphia, PA 19104

Reankin, Marjorie  
Dean  
Nesbitt College  
Drexel University  
Nesbitt Hall  
33rd and Market Streets  
Philadelphia, PA 19104

Ray, Elizabeth  
The Pennsylvania State University  
119 Rackley Building  
University Park, PA 16802

Robertson, Margaret  
Home Economics Education  
Philadelphia School District  
Kennedy Center  
734 Schuylkill Avenue  
Philadelphia, PA 19146

Robinson, Corrine  
3552 Woodcrest Avenue  
Newtown Square, PA 19073

Roginski, Joan  
Luzerne County Extension  
Executive Commission  
193 Oak Street  
Trucksville, PA 18708

Saxon, Elsie  
Coordinator of Federal Project  
Home Economics Education  
Philadelphia School District  
Kennedy Center  
734 Schuylkill Avenue  
Philadelphia, PA 19146

Shear, Twyla  
The Pennsylvania State University  
212 Rackley Building  
University Park, PA 16802

Smiley, Katherine  
Representing Pennsylvania Council of County Extension Association  
Elbow Lane, R.D. #1  
Chester Springs, PA 19425

Smith, Alice B.  
Home Economics Education  
Philadelphia School District  
Kennedy Center  
734 Schuylkill Avenue  
Philadelphia, PA 19146

Taubin, Sara  
Nesbitt College  
Drexel University  
Nesbitt Hall  
33rd and Market Streets  
Philadelphia, PA 19104

Thomson, Joan L.  
Assistant for Cooperative Relations  
Cooperative Extension Service  
323 Agriculture Administration Building  
University Park, PA 16802

Van Horn, James E.  
Family Life and Child Development Specialist  
204 Weaver Building  
University Park, PA 16802

Wirth, Jacqueline  
Extension Home Economist  
Pennsylvania State Extension Service  
Southeast corner of Broad and Grange  
Philadelphia, PA 19141

Young, Nancy  
EFNEP  
Cooperative Extension Service  
400 Markley Street  
Norristown, PA 19401
RHODE ISLAND

Patnoed, Martha
Cooperative Extension Service
College of Home Economics
University of Rhode Island
17 Woodward Hall
Kingston, RI 02881

VERMONT

Boyd, Judy Kay
President
Vermont Home Economics Association
University of Vermont Extension Service
Box 624
Newport, VT

Coward, Raymond
Director
School of Home Economics
The University of Vermont
Burlington, VT 05401

Smith, Albert M.
Associate Director
Office of the Dean,
Vermont Agricultural Experiment Station
University of Vermont
Morrill Hall
Burlington, VT 05405

WEST VIRGINIA

Crickard, Betty P.
West Virginia University Extension
611 Knapp Hall
Morgantown, WV 26506

Stewart, Camille C.
President
West Virginia Association of Extension Home Economists
718 Morris Street
Charleston, WV 25301
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CES</td>
<td>Co-operative Extension Service (in states)</td>
</tr>
<tr>
<td>CPI</td>
<td>Consumer Price Index</td>
</tr>
<tr>
<td>CRIS</td>
<td>Current Research Information System</td>
</tr>
<tr>
<td>CSA</td>
<td>Community Services Administration</td>
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<tr>
<td>DOE</td>
<td>Department of Energy</td>
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<tr>
<td>ECOP</td>
<td>Extension Committee on Organization and Policy</td>
</tr>
<tr>
<td>EMIS</td>
<td>Extension Management Information System</td>
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<tr>
<td>ESCOP</td>
<td>Experiment Station Committee on Organization and Policy</td>
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<tr>
<td>FY</td>
<td>Fiscal Year</td>
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<tr>
<td>FYCD</td>
<td>Family, Youth, Child Administration (sic)</td>
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<td>HERAPP</td>
<td>Home Economics Research Assessment Planning Projections (References, Item 38)</td>
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<tr>
<td>HERPI</td>
<td>Home Economics Research Project Inventory (References, Item 27)</td>
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<td>HEW</td>
<td>Department of Health, Education and Welfare. (Now, Department of Health and Human Services and Department of Education)</td>
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<tr>
<td>HHS</td>
<td>Department of Health and Human Services</td>
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<tr>
<td>JC</td>
<td>Joint Council on Food and Agricultural Sciences</td>
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<tr>
<td>K-12</td>
<td>Kindergarten through twelfth grade</td>
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<tr>
<td>NASULGC</td>
<td>National Association of State Universities and Land Grant Colleges</td>
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<tr>
<td>NIE</td>
<td>National Institute of Education</td>
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<tr>
<td>NIH</td>
<td>National Institutes of Health</td>
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<tr>
<td>NIMH</td>
<td>National Institute of Mental Health</td>
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<tr>
<td>RDA</td>
<td>Recommended Dietary Allowance</td>
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<tr>
<td>SAES</td>
<td>State Agricultural Experiment Stations</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>SAES/OCI</td>
<td>State Agricultural Experiment Stations and other cooperating institutions</td>
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<tr>
<td>SEA</td>
<td>Science and Education Administration, U.S. Department of Agriculture</td>
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<td>SEA-AI</td>
<td>Agricultural Research, SEA</td>
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<td>SEA-TIS</td>
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<td>SY</td>
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<td>UAB</td>
<td>National Agricultural Research and Extension Users Advisory Board</td>
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<td>USDA</td>
<td>U.S. Department of Agriculture</td>
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</tbody>
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