1. ***Name(s) of POW Author(s):***

*Who to contact with questions?*

1. ***PRU Name:***
2. ***Enter a brief summary about your PRU:***

*Example [4-H Youth Development]: Positive Youth Development; 4-H empowers youth to reach their full potential by working and learning in partnership with caring adults. Positive Youth Development*.

1. ***What are the PRU Knowledge Area(s) and a percentage for each (total must equal 100%):***

*The KAs are listed at the end of this template.*

|  |  |  |
| --- | --- | --- |
| KA Code | Knowledge Area | % time |
|  |  |  |
|  |  |  |
|  | *Add more lines if necessary. Be sure %-ages add up to 100%.*  *If AES also uses these KAs, confirm that the total for Extension* ***and*** *AES will equal 100%.* |  |
| Total |  | 100% |

1. ***Situation and Priorities:***

*Example [Community Development POW]:**Communities must find ways to thrive in a diverse and rapidly changing economic environment. Over the past decade, 2000 – 2010, Colorado has experienced: Increased gap between population change, labor growth, and job creation; Unimpressive job growth that was mixed across regions with western slope showing greatest job growth while eastern region experienced losses; High unemployment in south central region, while the rates being the lowest in the western slope and eastern regions; Stagnation of household wellbeing and flat income/wage growth; Continued population growth despite mundane economic performance. (Source:*[*http://outreach.colostate.edu/docs/state\_economic\_update*](http://outreach.colostate.edu/docs/state_economic_update) *Did the Great Recession Wipe Out a Decade of Economic Progress in Colorado? Assessing the State of the State’s Economy. Shields, M. and Marturana, M. March 2011.)*

1. ***Scope of this PRU (highlight all that apply):***

|  |  |
| --- | --- |
| * ***In-State Extension*** * ***Multistate Extension*** | * ***Integrated Research& Extension*** * ***Multistate Research & Extension*** |

1. ***Assumptions:***

*Example [4-H Youth Development POW]: 31% (251,728) of Colorado’s K-12 children are responsible for taking care of themselves after school. These children spend an average of 7 hours per week unsupervised after school. (http://www.afterschoolalliance.org/); Family-based programs that work with parents and youth together, such as 4-H, have a powerful influence on not only the home management skills of youth but also the developmental level of the youth; Caring adults are interested in being a part of the development of youth and will become and stay as volunteers if they are supported appropriately (recruited, trained, evaluated, and recognized).*

1. ***Stakeholder Input. Make this specific to local demand wherever possible:***

*Example [Federal POW]: …Extension staff meets regularly with advisory committees and other stakeholders to solicit input on program direction, focus, implementation and success. In addition, CSU has required a yearly satisfaction survey of county commissioners regarding the Extension program in their county. That survey has provided valuable information on county needs and the impact/success of the Extension programs.*

1. ***Ultimate Goal(s) of this PRU:***

*Example [Energy POW]: Engage Colorado in energy opportunities that bring about economic and environmental benefits.*

1. ***Outcome Indicators:***

* List the Outcome indicators you will use to show progress towards your overall PRU goal(s).
* Specify whether the expected change is in Condition, Action (behavior), or Learning (knowledge).
* Use the worksheet below if it will help you with the hierarchy – condition, then action, then learning.

**Condition** Outcome Indicator 1:

* **Action** Outcome Indicator 1.1*:*
* **Learning** Outcome Indicator 1.1a:
* **Learning** Outcome Indicator 1.1b: *Repeat as necessary to capture your intended Outcome Indicators*

*Repeat with additional* ***Action*** *(change in behavior) Outcome Indicators you expect, that may affect the* ***Condition*** *(above). For each* ***Action*** *Outcome Indicator, define* ***Learning*** *(knowledge) Outcome Indicators that will support the desired* ***Action*** *(behavior change). Provide indicators.*

* **Action** Outcome Indicator 1.2:
* **Learning** Outcome Indicator 1.2.a:
* **Learning** Outcome Indicator 1.2 b: *Repeat as necessary to capture your intended Outcome Indicators*
* **Action** Outcome Indicator 1.3:
* **Learning** Outcome Indicator 1.3.a:
* Learning Outcome Indicator 1.3.b: *Repeat as necessary to capture your intended Outcome Indicators*

*Determine additional* ***Condition*** *Outcome Indicator(s) (if any). Follow with associated* ***Action*** *(change in behavior) and* ***Learning*** *(knowledge) Outcome Indicators.*

***11. C***[*ommon Outputs*](http://extension.colostate.edu/docs/staffres/cprs/outputdefinitions.pdf)

Choose Outputs.

All selected Outputs will be associated with all Outcome Indicators in CPRS.

|  |  |  |
| --- | --- | --- |
| **Output** | **Definition of “Number Completed”** | **Definition of Contact/Participant  “Number”** |
| **1) Group Educational Event:** classes, trainings, workshops, demonstrations, field days, providing content expertise, fairs, shows, booths, other group events | The number of **educational** events presented to more than one person by you or your trained volunteer. Often you will evaluate these outputs, and report learning/behavior changes in participants.  Note: Count multiple classes taught to the same audience over time independently; each one reports as a group educational event.  We are counting contacts. | The number of contacts.  If this is training for volunteers, be sure to note that in the title of your report.If this is training for Extension staff, be sure to note that in your report and enter 0 (zero) contacts; we do not count ourselves as contacts. |
| **2) Individual Education:** one-on-one direct client contacts by site visit, office drop-in, e-mail, telephone, Ask an eXpert, etc | The number of one-on-one contacts you or your trained volunteer made while delivering substantive **educational** information.  Note:  Do NOT include one-on-one contacts related to administrative matters or other non-educational content.  Report assessments prepared for individuals as an Extension-related research and assessment project (output #5). | The number of one-on-one contacts.  The two entries should match exactly. |
| **3) Meetings convened and/or facilitated;** strategic participation that contributes to program development | The number of meetings convened and/or facilitated by you or your trained volunteer that contribute to Extension programming or Outcome Indicators.  Note: Count multiple meetings with the same participants over time independently; each one reports as a meeting convened and/or facilitated.  We are counting contacts.  This output DOES include marketing, advisory boards, coalitions, boards, coalitions, stakeholder groups, or other meetings for which time and effort contributed to programming or Outcome Indicators.  This does NOT include meetings related to administrative matters.  If providing ***educational*** content was the dominant feature of a “meeting,” report it under output #1. | The number of people that participated in these meetings.  If reporting a series of meetings, each one represents an output. |
| **4) Kits or similar resources loaned or provided** | The number of times you have loaned or given away water test kits, soil test kits, radon kits, 4-H kits, energy kits, or similar kits or resources. | The number of contacts is the same or similar to the number of kits. If you loaned a kit/resource to an individual outside of Extension who used it to educate others, also report a group or individual educational event (as appropriate). For example, if a radon test kit was loaned to a home owner, enter one kit and one person.  If a STEM kit was loaned to a teacher, enter one kit and one person. Then, enter a group educational event output as one (or more) events/classes where the kit was used, and the number of students who participated.  Enter your time in making the whole thing happen, and also the time of the teacher or other trained volunteer who delivered the material to K-12.  When kits/resources are borrowed by/given away to multiple people, then participant number should be the number of people the kits/resources were loaned/given to, not the number of people educated by the kits/resources. |
| **5) Extension-related research and assessment projects.** | The number of research projects you conducted that resulted in Extension program delivery. For example, a plant select garden is “one” research project.  The number of assessments, including community assessments, feasibility assessments, use of in-depth Extension decision tools, or similar. | The number of people who significantly participated in or benefited from the research or assessment project. |
| **6) Peer reviewed publications including fact sheets, journal articles, etc.** | The number of Extension fact sheets, journal articles, juried curricula, decision tools, multimedia, and other peer reviewed **educational** products. Report here if you were an author or co-author.   Definition… “Peer review” refers to the policy of having experts in the field examine journal articles before acceptance for publication. Peer review ensures that the research described in a journal’s articles is sound and of high quality. Sometimes the term “refereed” is used instead of peer review.<http://lib.colostate.edu/howto/poplr.html>  This output does NOT include proposals for presentations that were peer-reviewed and accepted. In that case, report the presentation as a “group educational event”, with time and effort to write the proposal included.  This output is only for authors, not reviewers. | The number of contacts is zero (0)  List co-authors of peer-reviewed publications as cooperators, not as “participants or contacts.” |
| **7) Non-peer reviewed media including educational press releases, radio or TV appearances, newsletters, curricula, videos, social media, online educational content, and blog posts** | The number of **educational** press releases, radio or television appearances, blog posts, newsletters, social media posts, videos, online **educational** content, or similar non-peer reviewed media issued.  This DOES NOT include news releases or similar publications that are promotional in nature.  Decide in advance whether the author or distributor of the content will report and include the other(s) as cooperator(s). | The number of contacts that can be reliably verified such as if you send a newsletter to your listserv of 500. When documenting Facebook posts, report the “engagement” of your educational Facebook posts as listed under the Insights section of your Facebook page. When documenting YouTube video views, IT staff can run analytics for video URL’s in order to determine the number of views over the course of the calendar year.  Blog post views may be counted here OR under the “Website page views” output, but do not double count.  Contact numbers for radio or TV appearances as well as newspaper articles are too unreliable to report, even when circulation is known. |
| **8) Website page views** | The number of educational content-based page views on websites for which a PRU manages the content.  This DOES include state and county Extension webpages related to the content area of the PRU.  This output DOES include hits to PRU fact sheets.  Blog post views may be counted here OR under the “Non-peer reviewed media” output, but do not double count.  This output DOES NOT include page views of webpages that are mostly promotional or are otherwise not educational content-based.  This output can be reported once annually by one individual on behalf of the entire PRU.   It is up to each PRU to determine which websites and webpages will be used to count page views.  Consistency from year-to-year is key to comparing apples-to-apples growth. | The number of contacts is the same as the number of page views.  The two entries should match exactly. |

1. ***Description of Targeted Audiences (Required in Federal POW):***

*Example [4-H POW]: Target audiences include children and youth 5 – 18, and adults who volunteer to add capacity to positive youth development programs.*

1. ***Inputs (Resources Needed):***

* Estimated number of professional FTE’s to be budgeted for this PRU.
* Special Intentions to Reach Under-Served or Under-represented Audiences

1. ***External Factors (highlight all that apply):***

* Natural Disasters (drought, weather extremes, etc.)
* Economy
* Appropriations changes
* Public Policy changes
* Government Regulations
* Competing Public priorities
* Competing Programmatic Challenges
* Populations changes (immigration, new cultural groupings, etc.)
* Other

1. ***Briefly explain external factors which may affect your Outcome Indicators:***

*Example [Cropping Systems POW]: Public policies and weather and other natural diseases will affect the adoption of new crop production technologies. Most of the advances are multi-year activities and cumulative rather than episodic in nature.*

1. ***Evaluation studies (brief description of planned evaluation studies):***

*A reasonable entry in this text box could be composed of simple statements put together into a short paragraph. So, you could, put together a paragraph including something similar to the progression of the following statements:*

For this PRU, evaluation will be performed by [for example, distributing written surveys to all program participants.]

* The surveys will be done [for example, pre and post program.]
* The surveys will ask questions focused primarily on….
* The surveys will help us measure the percentage of program participants who increased their knowledge on…
* The results of the surveys will be distributed to or will be used for…. (if applicable).

1. ***POW Update Information***

**Date of POW update/revision:**

**Names of Participants in POW update/revision:**

**KAs from NIFA POW**

|  |
| --- |
| 101. Appraisal of Soil Resources |
| 102. Soil, Plant, Water, Nutrient Relationships |
| 103. Management of Saline and Sodic Soils and Salinity |
| 104. Protect Soil from Harmful Effects of Natural Elements |
| 111. Conservation and Efficient Use of Water |
| 112. Watershed Protection and Management |
| 121. Management of Range Resources |
| 122. Management and Control of Forest and Range Fires |
| 123. Management and Sustainability of Forest Resources |
| 124. Urban Forestry |
| 125. Agroforestry |
| 131. Alternative Uses of Land |
| 132. Weather and Climate |
| 133. Pollution Prevention and Mitigation |
| 134. Outdoor Recreation |
| 135. Aquatic and Terrestrial Wildlife |
| 136. Conservation of Biological Diversity |
| 141. Air Resources Protection and Management |
| 201. Plant Genome, Genetics, and Genetic Mechanisms |
| 202. Plant Genetic Resources |
| 203. Plant Biological Efficiency and Abiotic Stresses Affecting Plants |
| 204. Plant Product Quality and Utility (Preharvest) |
| 205. Plant Management Systems |
| 206. Basic Plant Biology |
| 211. Insects, Mites, and Other Arthropods Affecting Plants |
| 212. Pathogens and Nematodes Affecting Plants |
| 213. Weeds Affecting Plants |
| 214. Vertebrates, Mollusks, and Other Pests Affecting Plants |
| 215. Biological Control of Pests Affecting Plants |
| 216. Integrated Pest Management Systems |
| 301. Reproductive Performance of Animals |
| 302. Nutrient Utilization in Animals |
| 303. Genetic Improvement of Animals |
| 304. Animal Genome |
| 305. Animal Physiological Processes |
| 306. Environmental Stress in Animals |
| 307. Animal Management Systems |
| 308. Improved Animal Products (Before Harvest) |
| 311. Animal Diseases |
| 312. External Parasites and Pests of Animals |
| 313. Internal Parasites in Animals |
| 314. Toxic Chemicals, Poisonous Plants, Naturally Occurring Toxins, and Other Hazards Affecting Animals |
| 315. Animal Welfare/Well-Being and Protection |
| 401. Structures, Facilities, and General Purpose Farm Supplies |
| 402. Engineering Systems and Equipment |
| 403. Waste Disposal, Recycling, and Reuse |
| 404. Instrumentation and Control Systems |
| 405. Drainage and Irrigation Systems and Facilities |
| 501. and Improved Food Processing Technologies |
| 502. and Improved Food Products |
| 503. Quality Maintenance in Storing and Marketing Food Products |
| 504. Home and Commercial Food Service |
| 511. and Improved Non-Food Products and Processes |
| 512. Quality Maintenance in Storing and Marketing Non-Food Products |
| 601. Economics of Agricultural Production and Farm Management |
| 602. Business Management, Finance, and Taxation |
| 603. Market Economics |
| 604. Marketing and Distribution Practices |
| 605. Natural Resource and Environmental Economics |
| 606. International Trade and Development |
| 607. Consumer Economics |
| 608. Community Resource Planning and Development |
| 609. Economic Theory and Methods |
| 610. Domestic Policy Analysis |
| 611. Foreign Policy and Programs |
| 701. Nutrient Composition of Food |
| 702. Requirements and Function of Nutrients and Other  Food Components |
| 703. Nutrition Education and Behavior |
| 704. Nutrition and Hunger in the Population |
| 711. Ensure Food Products Free of Harmful Chemicals,  Including Residues from Agricultural and Other Sources |
| 712. Protect Food from Contamination by Pathogenic  Microorganisms, Parasites, and Naturally Occurring Toxins |
| 721. Insects and Other Pests Affecting Humans |
| 722. Zoonotic Diseases and Parasites Affecting Humans |
| 723. Hazards to Human Health and Safety |
| 724. Healthy Lifestyle |
| 801. Individual and Family Resource Management |
| 802. Human Development and Family Well-Being |
| 803. Sociological and Technological Change Affecting  Individuals, Families, and Communities |
| 804. Human Environmental Issues Concerning Apparel,  Textiles, and Residential and Commercial Structures |
| 805. Community Institutions, Health, and Social Services |
| 806. Youth Development |

Notes