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. 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 FTEs to be budgeted for this PRU.
* Special Intentions to Reach Underserved or Underrepresented 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