

# **Proposal Submission Process/ Federal Plan of Work/Reports State Strategic Plan/LaPAS**

## **2024 Grants, Planning & Evaluation Virtual Training**

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Director of Grants and Contracts

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Research Associate

March 15, 2024



## **Office of Grants, Planning & Evaluation**

### **Responsible for:**

- Federal reports to USDA & other agencies
- State reports to the Louisiana Office of Planning & Budget (OPB) and other state agencies
- Federal Plan of Work (POW)
- State Plan of Work (Strategic Plan or Act 1465)
- Quarterly Report to the **Louisiana Performance Accountability System (LaPAS)**
- Evaluation of Programs
- Data accountability
- Government Performance and Results Act of 1993 (GPRA)
- Submission of Grants and pre-award management
- Coordination of sub-awards
- Administration of REEport, Grants.Gov, ezFedGrants, NRS, Fastlane, eRA Commons, etc. systems



# Southern University Agricultural Research and Extension Center

Office of Planning & Evaluation contd....

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Topics

## Topics:

- **Proposal Submission Process/Post Award**
- **Federal requirements**
- **Plan of work (POW)**
- **Federal and State Reports, etc.**
- **New Tool to Track Federally Funded Investments**



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## Writing the Proposal

- 1. Find Notice of Funding Opportunity (NOFO) with RFP or RFA that interests you.
  - 2. Review RFP/RFA for specific directions.
  - 3. Discuss (send) intent with vice chancellor/designee.
  - 4. Develop proposal (including budget, and other collaborative requirements).
  - 5. Provide proposal to the Review Committee (Proposal Review & Evaluation Committee (PREC) chair) for review.
  - 6. Complete proposal – incorporate suggestions from “PREC”.
  - 7. Submit proposal to your VC for approval/request letter of support from the Chancellor-Dean.
  - 8. Submit full budget to the Finance Office for review.
  - 9. Submit completed application package (in digital form) with required attachments to the Grants Office for submission.
- \*Make sure routing form is signed by each office!!!**



## 5/6. Proposal Review Process

- Submit proposal to the PREC Chair for review **eight** weeks before the proposal is due to the funding agency.
- Provide all necessary documents on time to expedite the process.
- Allow time for this peer review process.
- PREC Chair will communicate the review committee's suggestions & comments to PD in writing.
- Incorporate suggestions & comments to the final proposal.



## 7. Proposal Review by VC

- Submit proposal to your VC to review and approve **four** weeks before the proposal is due to the funding agency.
- Provide all necessary documents on time to expedite the process.
- Allow time for the VC to review/**request letter of support**.
- VC may ask questions about time & effort, matching, alignment of proposal with POW, etc.
- Incorporate VC's suggestions & comments to the final proposal.



## **8. Budget Review by Finance Office**

- **Submit full budget & budget justification to the Finance Office for review **two** weeks before the proposal is due.**
- **Provide all necessary documents on time to expedite the process.**
- **Allow time for finance to review budget.**
- **Finance may ask questions about time & effort, matching, indirect costs, etc.**
- **Incorporate Finance Office suggestions & comments to the final proposal.**



## 9. Grants Office (GO)

- Complete the application package as required by the sponsor.
- Submit completed package (digital form) to the Grants Office for submission **five** days before proposal is due.
- Make sure that all required attachments are in their right places.
- Allow time for Grants Office to review package.
- GO may ask **questions about time & effort, matching, indirect costs, etc.**



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## 9. Grants Office

- Reply to application package receipt is almost instant.
- However, give time for package **validation** by grants.gov, usually 5 minutes to 2 hours.
- Series of e-mails about the submission will be sent to PD through the AOR.
- Note the grants.gov tracking number
- Keep e-mails on file for future reference.
- Very **important** e-mail from funding agency will provide the proposal number!



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## Post Award

- PD receives award notification
- For NIFA grants, **Project Initiation** (Forms 416 & 417) may be required
- PD provides **Award Letter** to the Finance Office, and Grants Office
- PD completes **Account Number Request Form**
- If **sub-award** is needed, PD & GO work to prepare sub contract agreement
- Apply for **no-cost** extension on time (6 months before expiration date)



SU / LSU Ag Centers Joint Plan  
of Work and Reporting to NIFA

**Began FY 2020**



**SU/LSU Ag Centers Joint POW Critical Issues**

- ❖ 1. Family and Community Development**
- ❖ 2. Food Security and Systems**
- ❖ 3. Natural Resources and Environmental Sustainability**
- ❖ 4. Obesity, Health and wellness**
- ❖ 5. Youth Development**

**Your research or extension project will be assigned to one of these critical areas.**



## ❖ 1. Family and Community Development

- ❖ “Promote economic development and address issues affecting individuals, families, community development, business development, and expansion; disaster, epidemic, and pandemic preparedness, mitigation, recovery; risk awareness; sustainable housing, agro security, and agritourism.”

## ❖ 2. Food Security and Systems

- ❖ “Promote rural prosperity by increasing production, sustainability, and profitability of Louisiana's animal, aquaculture, and plant systems, as well as food accessibility, food affordability, food safety, and policy improvement; to include seafood, raw produce, and processed commodity - safety, certification programs; farm financing and succession planning issues.



## ❖ 3. Natural Resources and Environmental Sustainability

- ❖ “Conservation & preservation of natural resources, the state's forestry industry, wildlife, wetlands, water, waste management, feedstocks, alternative biofuels, biomass processing, and their environmental effects.”

## ❖ 4. Obesity, Health and wellness

- ❖ “Increased consumption of healthy foods - fruits and vegetables, increasing time in physical activity, complete physical, mental, financial, recreational, and social well-being, policy, system, and environmental changes, and related issues.”

## ❖ 5. Youth Development

- ❖ “Citizenship/Leadership, Healthy Living, and Science, Technology, Engineering, and Math. Emphasize four essential elements in youth-- belonging, independence, mastery, and generosity. Also, we will implement positive youth development programs to strengthen young people's sense of identity, belief in the future, self-regulation, self-efficacy, and social, emotional, cognitive, and behavioral competence”



**ALL Research & Extension  
project Annual Reports of  
Accomplishments/Results  
MUST be reported by **March 1** to  
NIFA Reporting System (NRS)**



## **The FOUR Questions**

- **In 2-3 sentences, briefly describe the issue or problem that your project addresses.**
- **Briefly describe in non-technical terms how your major activities helped you achieve, or make significant progress toward, the goals and objectives described in your non-technical summary.**
- **Briefly describe how your target audience benefited from your project's activities.**
- **Briefly describe how the broader public benefited from your project's activities.**
- **Comments (optional)**



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## The FOUR Questions

### 1) The issue and its significance (e.g. who cares and why)

- The reason the research or educational program is being conducted.
- – Issue, problem & importance
- – How the problem was identified
- – The target audience

### 2) A brief description of key activities undertaken to achieve the goals and objectives

- Describes what you did—the educational programs or research project (discovery or development) Some examples of activities; Field days, Workshops, Result, Demonstrations, Classes, Grower meetings, Webinar, Zoom Meeting, Facebook discussion, Google discussion, Write grant proposals, Publish articles, Publish fact sheets, Train students, Develop research, File patents, etc.
- – Briefly lists and/or describes activities, events, what you did
- - Where did the activities take place?
- - When did the activities take place?
- - What topics were discussed?
- - Who participated?
- - Number of participants
- – Identify partners and collaborators

### 3) Changes in knowledge, behavior, or condition resulting from the project or program's activities

- - What did the participants learn?
- - Did participants gain new knowledge and skills?
- - Did participants indicate how they will use new knowledge and skills gained?
- - Did participants indicate whether new knowledge and skills gained will benefit them or others?
- - Did participants indicate whether knowledge and skills previously gained benefited them or others?
- - What method of evaluation/assessment did you use?
- - Results of evaluation/assessment?

### 4) Who benefited and how

- - Was there any testimony from any of the participants as to the potential (or realized) benefits of participating in the activities?
- - Was there any testimony from any of the participants as to the potential (or realized) benefits when information they received was shared with their family member, neighbors, others, etc.?



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# **ALL Research PDs and co-PDs MUST register on the following:**

- \* ezFedGrants**
- \* Grants.Gov**
- \* NIFA Reporting System (NRS)**
- \* The Research, Extension, and Education Project  
Online Reporting Tool (REEport)**
- \* Optional: register on Fastlane, eRA  
Commons, etc.**



## *SUAREC Website: Planning & Evaluation Tab*

- [SUAREC Act 1465 Strategic Plan FY-2023-24-through-FY-2027-28\\_](#)
- [Logic Model Example of National Goals](#)
- [Logic Model for Planning & Reporting](#)
- [Planning Schedule](#)
- [Research Impact Form](#)



# Southern University Agricultural Research and Extension Center

## **SUAREC Website: Planning & Evaluation Tab** **Preparing for Grants**

- [Proposal Submission: Step-by-Step Process](#)
- [Checklist for Submission of Grants Sub Awards Contract or Cooperative Agreements](#)
- [Information Most Often Needed for Proposal Preparation](#)
- [IDC Agreement Approval SU System wide](#)
- [How to Register on Grants.Gov](#)
- [How to Create Workspace on Grants.Gov Options 1&2](#)
- [Intent to Submit Grant.pdf](#)
- [Intent to Submit Grant.docx](#)
- [Routing Form for Proposals.pdf](#)
- [Routing Form for Proposals.docx](#)



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**State Report:**

**ACT 1465 of 1997**

**Compliance Document**

**FY 2023-2024 through FY 2027-2028**



SOME Recommendations of the Previous Legislative  
Audit Findings

- ❖ **Legislative Audit –**
- ❖ **Three damaging recommendations concerning Performance Indicators (PIs)**
- ❖ **Performance indicators (PIs) are the benchmarks for obtaining state appropriations through **House Bill 1 (HB 1) or State Funding Bill**.**



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[Response to Recommendations of the Legislative Audit Findings: SU AG CENTER](#)

- ❖ **The seven performance indicators that we reviewed for the SU Ag Center are valid. However, we observed that the indicators are so aggregated that specific information about research and extension is lost.**
- ❖ **“For all seven performance indicators, the SU Ag Center’s management controls do not provide assurance that data used to report performance indicators are **accurate and reliable.**”**



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❖ **“The reported values for all seven indicators are unreliable because of inadequate and inconsistent methods for counting and compiling data, the lack of supporting documentation, inaccurate calculations, and little to no review of the information to ensure its reliability.”**



# State Report to LaPAS

**Quarterly Reports to:  
Louisiana Performance  
Accountability System (LaPAS)**



## SUAREC State Strategic Goals FY 2023/2024 - 2027/2028

- **Goal 1:** To strengthen the **productivity, profitability and competitiveness** of Louisiana's agriculture, forestry, and fisheries while enhancing the environment and wise use of the natural resources.
- **Goal 2:** To build **leaders and good citizens** through youth development.
- **Goal 3:** To implement nutrition, **health, family, and community development** programs to enhance the quality of life of Louisiana's citizens.



## SUAREC State Strategic Objectives FY 2023/2024 - 2027/2028

- **Objective 1:** To Maintain and enhance the competitiveness and sustainability of the state's renewable natural resource based industries (agricultural, forestry and fisheries) by maintaining the average adoption rate for recommended cultural and best management practices at the FY 2021 level of **58%** through the year 2026.
- **Objective 2:** To facilitate the development facilitate the development of an effective and informed community citizenry by increasing involvement in youth development programs and activities by an average of **3%** from the FY 2021 baseline of **180,000** through FY 2026.
- **Objective 3:** To enhance the quality of life and services in local communities and the health and well-being of the state's citizens by increasing educational program contacts by an average of **3%** annually from the FY 2021 baseline of **460,500** through FY 2026.



## Performance Indicators for State Funding

### Goal/Objective # 1: Output:

- Number of educational programs.
- Number of clientele contacted.

### Outcomes:

- Percent of entrepreneurs' adoption rate for recommendations.
- Percent increase in average adoption rate for recommendations

### Goal/Objective # 2: Output:

- Number of volunteer leaders.
- Number of participants in youth development programs and activities.
- Number of youth participants in community services and activities.

### Outcome:

- Percent change in number of youth participating in activities.

### Goal/Objective # 3: Output:

- Number of educational programs.
- Number of educational contacts

### Outcome: Percent change in educational contacts.



# Southern University Agricultural Research and Extension Center

## Quarterly Report Form

Strategy	Published Materials			Methods			Subject
	Type	Number	# Contacts	Type	Number	# contacts	
<p>1. Conduct research and educational programs directed toward increasing the productivity and profitability of Louisiana's traditional and non-traditional <b>plant enterprises.</b></p> <p><b>Agriculture – Plant related:</b>                      Alternative Crops                      Disaster Education (Filed crops)                      Farm Management – Field Crops                      Farm Safety - Field Crops                      Field Crops (all)                      Gardening                      Hunger Alleviation                      Irrigation – Field crops                      Pest Management                      Pesticide Certification                      Sustainable agriculture - Crops                      Vegetables</p>	<p>Newsletter</p> <p>Technical Bulletin</p> <p>Special Publication</p> <p>Newspaper</p> <p>Research Highlight</p> <p>Refereed Publication</p> <p>Proceedings Publication</p> <p><b>Volunteer Hours</b></p> <hr/>			<p>Meetings</p> <p>Classes</p> <p>Seminar</p> <p>Conference</p> <p>Workshop</p> <p>Webinar</p> <p>Zoom</p> <p>Google Meet</p> <p>Facebook</p> <p>Etc.</p> <p>Individual</p> <p>Face-to-face</p> <p>Telephone</p> <p>Home visit</p> <p>Farm visit</p> <p>E-mail</p> <p>Enquiries</p> <p>Text, etc</p> <p><b>Media</b></p> <p>Radio</p> <p>Television</p> <p>Newspaper</p> <p>Magazine</p> <p>Press Release</p> <p>Internet</p> <p>YouTube</p> <p>Twitter</p> <p>Facebook</p> <p>Instagram</p> <p>Others</p>			



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# Southern University Agricultural Research and Extension Center

## Quarterly Report Form

Strategy	Published Materials			Methods			Subject
	Type	Number	# Contacts	Type	Number	# contacts	
1. Conduct research and educational programs directed toward increasing the productivity and profitability of Louisiana's traditional and non-traditional <b>plant enterprises</b> .  <b>Agriculture – Plant related:</b> Alternative Crops Disaster Education (Filed crops) Farm Management – Field Crops Farm Safety - Field Crops Field Crops (all) Gardening Hunger Alleviation Irrigation – Field crops Pest Management Pesticide Certification Sustainable agriculture -Crops Vegetables	Newsletter	3	450	Meetings			<u>Meetings:</u> <b>Fall Gardening Workshop, November 24, 2021</b> <u>Topics:</u> -Fall Season Planting Guide -Smoothie and Juice Garden -Pollinators and Pests: Encouraging Healthy Ecosystems -Bee Keeping: Raising Queen Bees in the City  * 2 Webinars on farm safety and precision agriculture.  <u>Individual</u> Made <b>12</b> face-to-face meetings; <b>9</b> telephone enquires/response; <b>3</b> farm visits and <b>33</b> e-mail responses/contacts.  <u>Newsletter</u> Disseminated 3 different newsletters dealing with the following topics: Spring Planting; Tomato Seedlings; Disease Control.  <u>Special Publication</u> Flyer for the Fall Gardening Workshop (including e-mail circulation)  <u>Proceedings Publication</u> Two Research articles (one poster and one oral) published in the Journal of Agricultural Sciences: "Analysis of soil particles in rice cultivation" "Crawfish amendment to benefit goat nutrition"  <u>Media</u> -KQXL FM 106.5: Discussion on Spring crops -WBRZ TV 2: Coverage of Farm Tour -The Advocate Announcement of the <a href="http://theadvocate.com/news/zachary/13950059-125/southern-agcenter-to-host-fall">http://theadvocate.com/news/zachary/13950059-125/southern-agcenter-to-host-fall</a> (November 18, 2021)
	Technical Bulletin			Classes	1	80	
	Special Publication	1	450	Seminar			
	Newspaper			Conference	2	184	
	Research Highlight			Workshop			
	Refereed Publication			Webinar			
	Proceedings Publication	2	2,200	Zoom			
	<b>Volunteer Hours</b>			Google Meet			
				Facebook			
				Etc.			
			Individual	12	12		
			Face-to-face	9	9		
			Telephone	3	3		
			Home visit	33	33		
			Farm visit				
			E-mail				
			Enquiries				
			Text, etc				
			Media				
			Radio	1	6,504		
			Television	1	42,000		
			Newspaper	1	10,075		
			Magazine				
			Press				
			Release				
			Internet				
			YouTube				
			Twitter				
			Facebook				
			Instagram				
			Others				



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# *How to Report Clientele Contacts*

1. Please select the Objective that you need to report.
2. Type the following information about you on the form (Your Name and Title)
3. Select one or more “Strategies,” based on your educational/professional activity (activities),
4. Once you have selected your strategy, select either “**Published Materials**” or “**Methods**”

## **Published Materials:**

“**Number**” refers to the number of different publications

“**# Contacts**” refers to the actual number of published material disseminated/distributed to clients.

## **Methods**

“**Number**” refers to the number of events, example, meetings conducted.

“**# Contacts**” refers to the actual number of participants/attendees.

5. Attach electronic supporting documents, and keep copies for your file (in case of audit!!!).



# ***Guidelines To Reporting Education Contacts for LaPAS***

**Why is there a need to collect and account for educational contacts?**

**To provide a measure of the organization's productivity for accountability.**

- Clientele participation data are of significant value in helping administrators and educators to spot and correct programs and administrative weakness in the organization.
- The data is easy for stakeholders to understand and communicate to others.



## *Who is Responsible for Reporting?*

- Each extension employee involved in the delivery of educational programs is responsible for reporting educational contacts.
- Researchers with appointments in the SUAREC are required to report educational contacts quarterly.
- Both professionals and paraprofessionals are also required to keep a record of educational contacts.
- For example, if a state specialist, a researcher, a parish faculty, and a parish paraprofessional staff jointly presented an educational program to a group of 30 small farmers, **each employee would report** 30 clientele contacts.

These reports are compiled and submitted to the Division of Administration, Office of Planning and Budget through **the Louisiana Performance Accountability System (LaPAS)** quarterly.



# *What is a Contact?*

Southern University Agricultural Research and Extension Center (SUAREC) defines a contact (educational or clientele) as a **contact with clientele to convey educational information.**



# *What is a Contact?*

SUAREC classifies the following as legitimate reportable contacts:

1. Face-to-Face interaction in meetings, workshops, field days, home and office visits;
2. Interactive Video-Conference(s), Zoom, Google Meet, Webinar, etc;
3. Individual correspondence by letter, email, text, or telephone;
4. Newsletters or other published/related materials mailed to individuals, presentations and materials placed at designated location for target clientele;
5. Educational information delivered through mass media, such as television, radio, YouTube, X (Twitter), Facebook Instagram, and newspaper is considered to be a legitimate contact; and
6. Newsletter or handout materials left on a stand in a targeted location such as commodity sites.



## *How to count mass media, poster presentations, & research proceedings?*

Information shared via print or media will require that you know the readership, viewership, and (or) listenership of the various media sources that air, carry, and/or publish the information. The figure should be secured from the media source, use the figure to calculate the percentage of population reached within the coverage area. You will calculate the educational contacts reached using the calculation of 10% of the total reached in the coverage area. (See example below)

<b>Media Used</b>	<b>Total Reached</b>	<b>Population Reached (at 10%)</b>
Newspaper	6,000	600
Cable TV	20,000	2,000
Poster Presentation	700	70
Journal Article	2,000	200
Example: $20,000 \times .10 = 2,000$		

The use of diverse media can enhance the population reached but you will need to know the number of times that it was run; number of newspapers; and number of television stations etc. You would calculate 10% for each media used, thus you can enhance your total reached and maximize the exposure of the information provided.



# Southern University Agricultural Research and Extension Center

## *Are Extension and Research Personnel Counted as Clientele Contacts?*

- **NO**, research and extension professionals and paraprofessionals who are receiving training or information from other extension and research employees are not considered clientele contacts to be reported.
- **Parish extension faculty receiving training from state extension specialists or researchers is not to be reported as clientele contact by the state specialist or researcher.**
- Training and guidance by professionals and paraprofessionals to volunteers should be included as educational contacts.



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***Common Questions about Counting Educational Contacts***

1. If I hold a workshop series and the same 30 people come to each meeting, do I count them every time?

**YES.** Each time you deliver educational information to an individual or group, you count those people.



***Common Questions about Counting Educational Contacts***

2. If I hold a radio talk show and answer questions from callers, do I count these as clientele contacts?

**YES.** Telephone conversations with individuals are counted.



***Common Questions about Counting Educational Contacts***

3. If I organize a meeting, set up the chairs, make the coffee, bring greetings, but do not help in delivering educational information to the participants, do I count them as clientele contacts?

**NO.** You count individuals only when you provide educational information.



***Common Questions about Counting Educational Contacts***

4. If a workshop/educational exhibit is held, can the number of participants be counted as well as the handouts provided during the educational activity?

**NO.** You should have an official sign-in sheet with all of the participants' signatures and contact information. For educational exhibits, you may count educational contacts based on handouts only if the information is in a targeted location such as a commodity site, a health fair, a resource day, etc.



***Common Questions about Counting Educational Contacts***

5. If an educational program relates to more than one objective on the quarterly report, where should I report the data?

As the reporter of the data, **you** will need to review the focus and goals of the educational program and **select the most appropriate objective** to report on.



# *How to Report Clientele Contacts*

1. Please select the Objective that you need to report.
2. Type the following information about you on the form (Your Name and Title)
3. Select one or more “Strategies,” based on your educational/professional activity (activities),
4. Once you have selected your strategy, select either “**Published Materials**” or “**Methods**”

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## **Methods**

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5. Attach electronic supporting documents, and keep copies for your file (in case of audit!!!).



# ***When to Report Clientele Contacts***

Clientele contacts should be reported on the quarterly report forms based on the objectives:

- **Objective 1: Agriculture and Natural Resources**
- **Objective 2: Youth Development**
- **Objective 3: Family and Consumer Sciences**

**Note:** You must use the correct quarterly report form sent quarterly with the correct Fiscal Year, Quarter, and Objective)



## Due Dates for LaPAS REPORTS:

### Program Performance/Quarterly Reports

QUARTER	PERIOD OF COVERAGE	DUE DATE*
FIRST	July 1 – September 30	October 10 <sup>th</sup>
SECOND	Oct. 1 <sup>st</sup> – Dec 31 <sup>st</sup>	January 10 <sup>st</sup>
THIRD	Jan. 1 <sup>st</sup> – March 31 <sup>st</sup>	April 10 <sup>st</sup>
FOURTH	April 1 <sup>st</sup> – June 30 <sup>th</sup>	July 10 <sup>st</sup>

\* All reports and supporting documents **MUST** be received on the due date.



**Supporting Documents!!!**

**Documents**

**Documents**

**Documents**

**Documents**



# Southern University Agricultural Research and Extension Center

## NEW SIGN-IN SHEET

NAME	ADDRESS	PHONE NUMBER & E-MAIL	ADDITIONAL INFORMATION REQUESTED



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# Southern University Agricultural Research and Extension Center

## OLD SIGN-IN SHEET

NAME	ADDRESS	PHONE NUMBER & E-MAIL	GENDER	RACE -African American/ Black (AA or B) -American Indian/Alaska Native (NI or AN) -Asian (A) -Native Hawaiian/ Pacific Islander (NH or PI) -White (W)	ETHNICITY -Hispanic (H) -Non-Hispanic or Latino (NH)



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## Supporting Documents

**Supporting documents are required** to validate data submitted:

- Sign-in sheets
- Pictures
- Logs
- Ordinary and social media sources
- Meeting Agenda or Program of Event
- CDs
- Tapes
- Evidence of publications and presentations
- Survey results, etc.



## New Tool to Track Federally Funded Investments

- **New Tool to Track Federally Funded Investments**

[https://www.nifa.usda.gov/about-nifa/press-releases/usda-unveils-new-tool-track-federally-funded-investments?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.nifa.usda.gov/about-nifa/press-releases/usda-unveils-new-tool-track-federally-funded-investments?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

- **NIFA Grant Funding Dashboard** allows users to search for information related to requirements, waivers, and the amount of match funding provided by recipient type and award. Users can also explore a funding map to find NIFA funding obligations by states and congressional districts.
- **NIFA Application Status Dashboard** enables users to quickly check the status of their application using their assigned Grants.gov tracking number.



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New Tool to Track Federally Funded Investments

GRANT1370299

GRANT13702918

GRANT13843343



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# Questions???



# Southern University Agricultural Research and Extension Center

## SU/LSU Ag Centers Joint Planned Programs

<u>SUAREC Planned Programs</u>	<u>LSU Ag Center Planned Programs</u>	<u>NEW Joint SU/LSU Ag Centers Planned Programs</u>
1. Global Food Security & Hunger (Sustainable Agricultural Systems)	1. Animal Enterprise 2. Field Crops 3. Food Access	1. Global Food Security and Hunger
2. <b>Climate Change</b> (Urban Forestry & Natural Resource Management)	4. Natural Resources and Environment (Adult)	2. Natural Resources and Environment
3. Food Safety (Nutrition and Health)	5. Food Safety 6. Human Nutrition & Food (Adult)	3. Food Safety
4. Childhood Obesity (Nutrition and Health)	7. Childhood Obesity	4. Childhood Obesity
5. Sustainable Energy (Urban Forestry & Natural Resource Management)	8. Sustainable Energy	5. Sustainable Energy
6. Economic and Community Development	9. Resilient Communities and Economies	6. Resilient Communities and Economies
7. <b>Family and Human Development</b>		7. Family and Human Development
8. Youth Development	10. Youth Development	8. Youth Development
	11. <b>Horticulture</b>	9. <b>Horticulture</b>