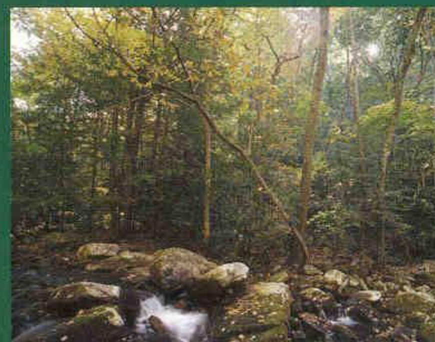


Sustaining the Nation's Forest and Rangeland Resources for Future Generations

Renewable Resources Extension Act

Planning
&
Reporting Guide
FY 2007-FY 2009

Introduction

This Program Guide has been prepared in order to provide RREA Principle Investigators with the background, guidelines and content for RREA planning and reporting.

It contains the following sections:

Section 1 - RREA Strategic Issues and Associated Indicators (Version 7.2)

Section 2 - RREA Indicators for Each Strategic Issue as Components of a Program Logic Model

Section 3 - RREA Plan of Work and Annual Updates: Format, Content and Due Dates

Section 4 - RREA Annual Reports: Format, Content and Due Dates

Section 5 - Budget Form

Section 6 - Frequently Asked Questions and Answers

The processes described herein represent a new effort in planning RREA programs and reporting their accomplishments. As such, CSREES will assist all institutions however we can in adapting to the use of CRIS as a planning and reporting platform and will work with all institutions to ensure that appropriate plans and reports are received and utilized. We ask for your cooperation, assistance, and feedback was we move forward together with processes that will enable CSREES to better describe the impacts of your programs and account for the funding.

SECTION ONE:
RREA Strategic Issues and Associated Indicators Version #7.2

Article I. Instructions

- Each university receiving RREA funds must appoint a Principal Investigator (PI) for RREA to prepare a three-year plan of work for the period FY 2007 – FY 2009 (October 1, 2006 through September 30, 2009, the annual accomplishment and popular reports, and budget statements of expected expenditures by Strategic Issue and Budget Category.
- Recognizing that RREA funds are quite limited, we expect universities to focus RREA funds on only **one to three issues** in the national Strategic Plan. Report data only for the Strategic Issues that correspond to the Plan of Work and on which you spend RREA funds.
- Universities are strongly encouraged to allocate 8-10% of RREA funds to program evaluation.
- Report indicator data on all Extension projects for which RREA funds were **directly** used for **partial** or **total** project costs.
- **Aggregate data** for all RREA-related projects under each issue; do not report indicator data separately for each project.
- Report **as much indicator data as possible** under the issues you address with RREA funds. You may not immediately have access to all indicator data requested, but begin collecting such data to report it in the future.
- If available indicator data could apply to more than one issue (e.g., Diverse Audiences and Economic Opportunities for Individuals and Communities), choose **the most relevant issue** and report data only once.
- If you have additional data that does not match the national-level indicators, do not hesitate to include it in the narrative section of the annual accomplishment report and/or the popular report.
- Report data over whatever time-frame you conducted the evaluation. Some data may report accomplishments over the previous year. Other data may report accomplishments over more than one year, based on a follow-up survey.

Article II. Definitions

Community Leaders: Elected or appointed individuals considered to be opinion leaders for the issue being addressed.

Community-based: Shared decision-making among multiple landowners, managers, and other stakeholders.

Direct Contacts are people reached through:

- Face-to-face contact (workshops, field days, conferences, demonstrations, etc.)
- One-on-one education (office and field visits, phone conversations, e-mail consultations)

Indirect Contacts are people reached through:

- Newsletters
- Website “hits”
- **Do not report:** Public service announcements, mass media – radio, TV, newspapers, magazines, or billboard announcements for indirect contacts

Minority: In the context of the Constitution's guarantee of equal protection, 'minority' refers to identifiable and specially disadvantaged groups. For RREA reporting, 'minority' is the aggregate of the following: American Indian; Alaska Native; Asian; Black or African American; Native Hawaiian or other Pacific Islander; and Hispanic or Latino ethnicity.

Awareness: The individual is conscious of something that is relevant but may not have a full understanding of it. For RREA purposes, awareness will be documented through counts of direct and indirect contacts.

Knowledge: The individual has a clear understanding of explicit factual information about a particular topic that they did not have before. For RREA purposes, knowledge is best documented through evaluation with direct contacts.

Implement: The individual has put into practice on a regular basis, a new technique or innovation that they had not done before. For RREA purposes, intent to implement is not appropriate. Implementation is best documented through evaluation with direct contacts.

Article III. Issue: Forest Stewardship and Health

1. Number of educational events conducted for forest landowners and managers on the benefits and opportunities of forest stewardship practices.
2. Number of forest landowners and managers trained to develop forest stewardship plans.
3. Number of direct and indirect contacts who increased awareness of the benefits and opportunities of forest stewardship practices.
4. Number of direct contacts who increased knowledge of the benefits and opportunities of forest stewardship practices.
5. Number of forest stewardship plans developed.
6. Number of forest landowners who implemented at least one new forest stewardship practice.
7. Number of acres on which forest management was improved under new forest stewardship practices.

Article IV. Issue: Rangeland Stewardship and Health

1. Number of educational events conducted for rangeland owners and managers on vegetation, water, and animal management on rangelands.
2. Number of direct and indirect contacts who increased awareness of vegetation, water, and animal management on rangelands.
3. Number of direct contacts who increased knowledge of vegetation management, water management, and animal management on rangelands.
4. Number of rangeland stewardship plans developed.
5. Number of range landowners and managers who implemented at least one new range management practice.
6. Number of acres (public and private) on which rangeland management was improved for vegetation, soil, water, and animals.

Article V. Issue: Wildlife and Fisheries Resources

1. Number of educational events conducted for forest and range landowners and managers on wildlife and/or fish habitat management principles and practices.
2. Number of direct and indirect contacts who increased awareness of wildlife and/or fish habitat management principles and practices.
3. Number of direct contacts who increased knowledge of wildlife and/or fish habitat relationships.
4. Number of wildlife and/or fish habitat management plans developed.
5. Number of landowners who implemented at least one new wildlife and/or fish habitat management practice.
6. Number of acres under wildlife and/or fish habitat management plans.

Article VI. Issue: Invasive Species

1. Number of educational events conducted for forest and range landowners and managers on the environmental and economic impacts of exotic invasive species.
2. Number of direct and indirect contacts who increased awareness of exotic invasive species.
3. Number of forest and range landowners and managers who increased knowledge of at least one exotic invasive species and its control.
4. Number of private landowners and managers and public land users and managers who implemented management programs to prevent or control exotic invasive species.
5. Number of acres that received management to prevent or control exotic invasive species on **private** land.
6. Number of acres that received management to prevent or control exotic invasive species on **public** land.

Article VII. Issue: Economic Opportunities for Individuals and Communities

1. Number of educational events conducted for forest and range landowners and managers on forest, range, fish, and wildlife based income-generating opportunities.
2. Number of direct and indirect contacts who increased awareness of forest, range, fish, and wildlife based income-generating opportunities.
3. Number of direct and indirect contacts with **citizens and landowners** who increased awareness of the contribution of forest, range, fish, and wildlife resources to local and regional economies.
4. Number of direct and indirect contacts with **community leaders** who increased their awareness of the contribution of forest, range, fish, and wildlife resources to local and regional economies.
5. Number of forest, range, fish, and wildlife income-generating businesses created or expanded.
6. Number of new jobs created in forest, range, fish, and wildlife resources.
7. Estimated number of dollars earned or saved by forest, range, fish, and wildlife income-generating businesses.

Article VIII. Issue: Public Policy

1. Number of educational events conducted for citizens and community leaders on forest, range, fish and wildlife policy issues, alternatives, and potential outcomes.
2. Number of citizens and community leaders trained in community-based natural resource decision-making.
3. Number of direct and indirect contacts who increased awareness of forest, range, fish and wildlife policy issues, alternatives, and potential outcomes.
4. Number of direct and indirect contacts who increased awareness of community-based natural resource decision-making.
5. Number of direct contacts who increased knowledge about forest, range, fish and wildlife policy issues, alternatives, and potential outcomes.
6. Number of direct contacts who engaged in decision-making on community-based natural resources issues.

Article IX. Issue: Land Conversion, Fragmentation, and Parcelization

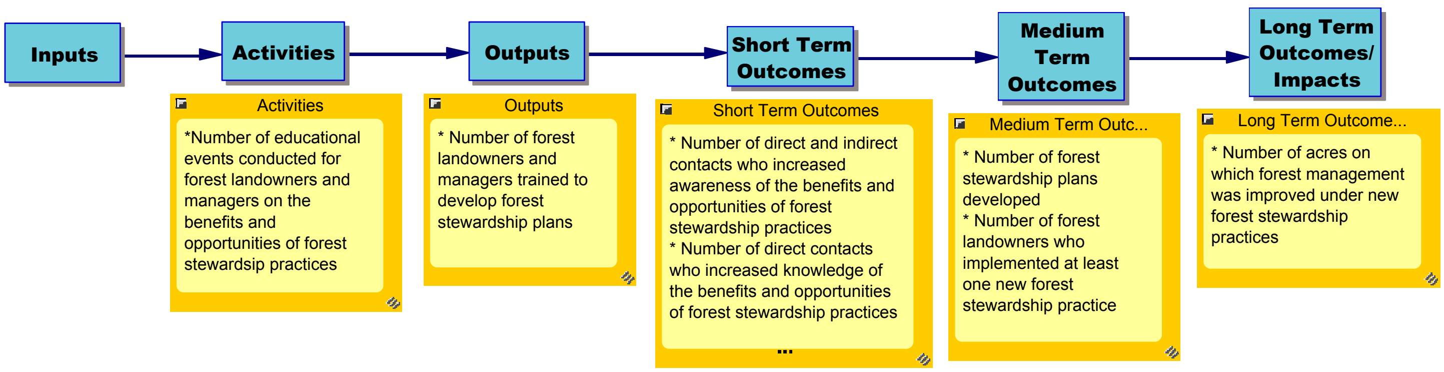
1. Number of educational events conducted for landowners and managers on options to minimize land-use conversion of forest and rangelands when ownership changes.
2. Number of direct and indirect contacts who increased awareness of options to minimize land-use conversion of forest and rangelands when ownership changes.
3. Number of direct contacts who increased knowledge about options to minimize land-use conversion of forest and rangelands when ownership changes.
4. Number of landowners who implemented at least one new practice to ensure the retention of current land uses when ownership changes.
5. Number of acres protected from conversion to ensure retention of current forest and rangeland uses when ownership changes.

Article X. Issue: Diverse Audiences

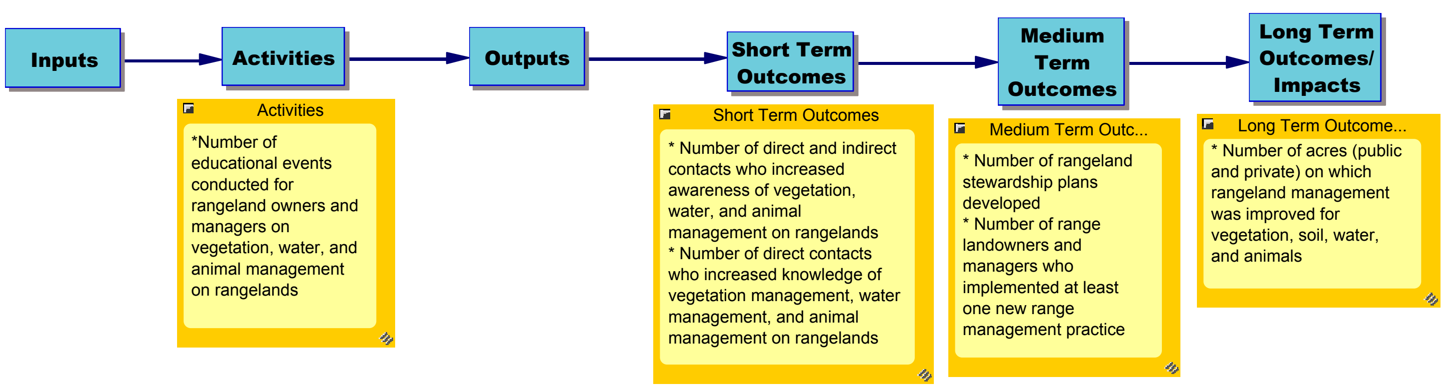
1. Number of educational events conducted for minority forest and range landowners and managers.
2. Number of direct contacts with minority forest and range landowners and managers.
3. Number of minority members of Extension natural resource advisory committees.
4. Number of minority landowners and managers who implemented at least one new forest or rangeland technology or management practice.
5. Number of acres under at least one new forest or rangeland technology or management practice implemented by minority landowners and managers.

SECTION TWO:
RREA Indicators for Each Strategic Issue as Components of a Program Logic Model

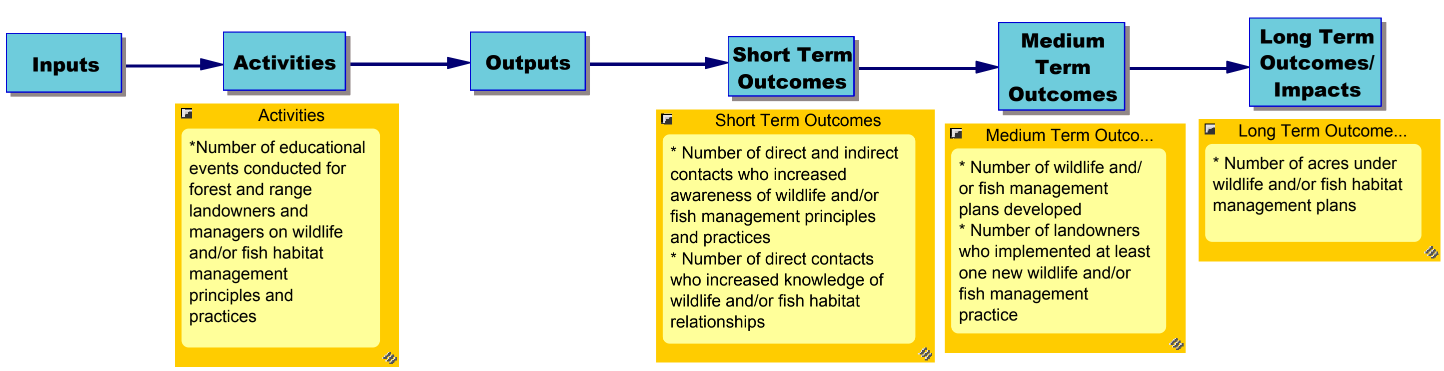
Issue: Forest Stewardship and Health



Issue: Rangeland Stewardship and Health



Issue: Wildlife and Fisheries Resources



Issue: Invasive Species

Inputs → Activities → Outputs → Short Term Outcomes → Medium Term Outcomes → Long Term Outcomes/ Impacts

Activities

*Number of educational events conducted for forest and range landowners and managers on the environmental and economic impacts of exotice invasive species

Short Term Outcomes

* Number of direct and indirect contacts who increased awareness of exotic invasive species
* Number of forest and range landowners and managers who increased knowledge of of at least one exotic invasive species and its control

Medium Term Outco...

* Number of private landowners and managers and public land users who implemented management programs to prevent or control exotic invasive species

Long Term Outcomes...

* Number of acres that received management to prevent or control exotic invasive species on **private** land
* Number of acres that received management to prevent or control exotic invasive species on **public** land

Issue: Economic Opportunities for Individuals and Communities

Inputs → Activities → Outputs → Short Term Outcomes → Medium Term Outcomes → Long Term Outcomes/ Impacts

Activities

*Number of educational events conducted for forest and range landowners and managers on forest, range, fish, and wildlife based income-generating opportunities

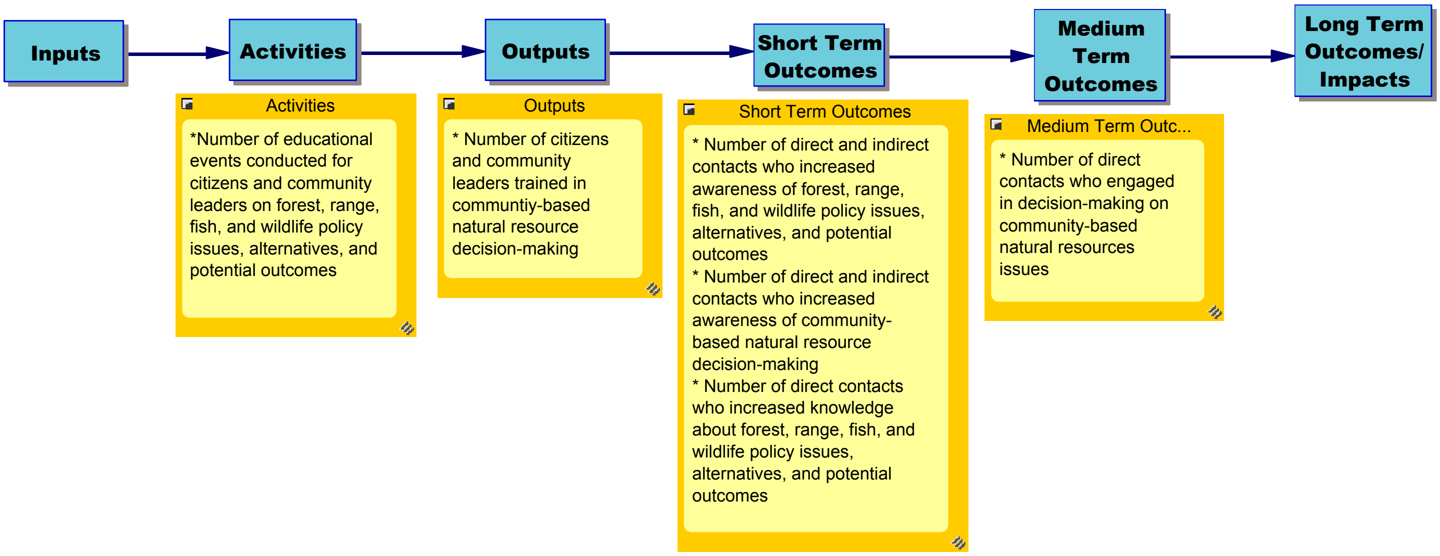
Short Term Outcomes

* Number of direct and indirect contacts who increased awareness of forest, range, fish, and wildlife based income-generating opportunities
*Number of direct and indirect contacts with **citizens and landowners** who increased awareness of the contribution of forest, range, fish, and wildlife resources to local and regional economies
* Number of direct and indirect contacts with **community leaders** who increased awareness of the contribution of forest, range, fish, and wildlife resources to local and regional economies

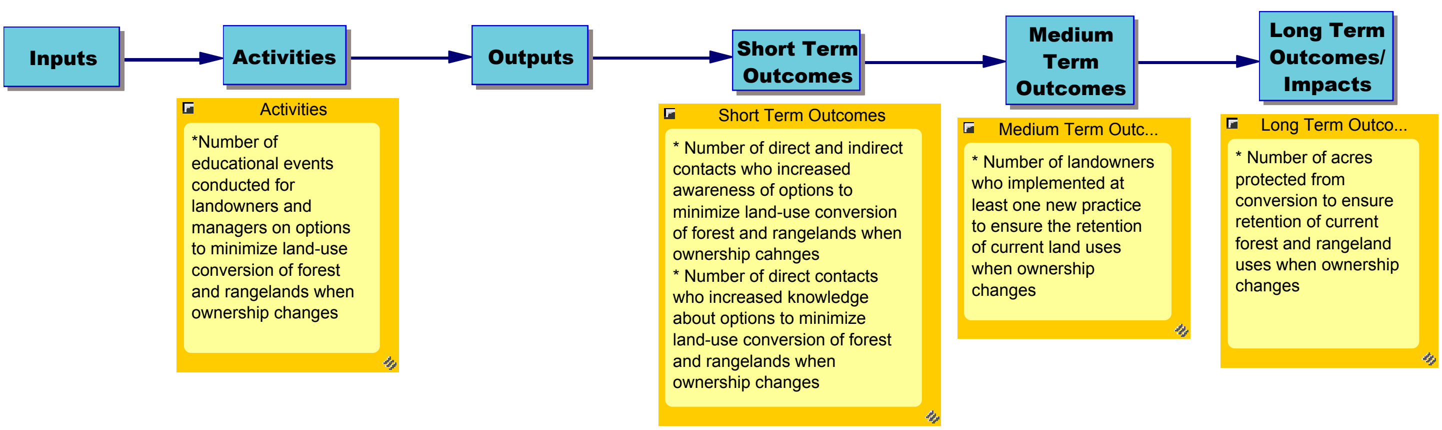
Long Term Outcomes/...

* Number of forest, range, fish, and wildlife income-generating businesses created or expanded
* Number of new jobs created in forest, range, fish, and wildlife resources
* Estimated number of dollars earned or saved by forest, range, fish, and wildlife income-generating businesses

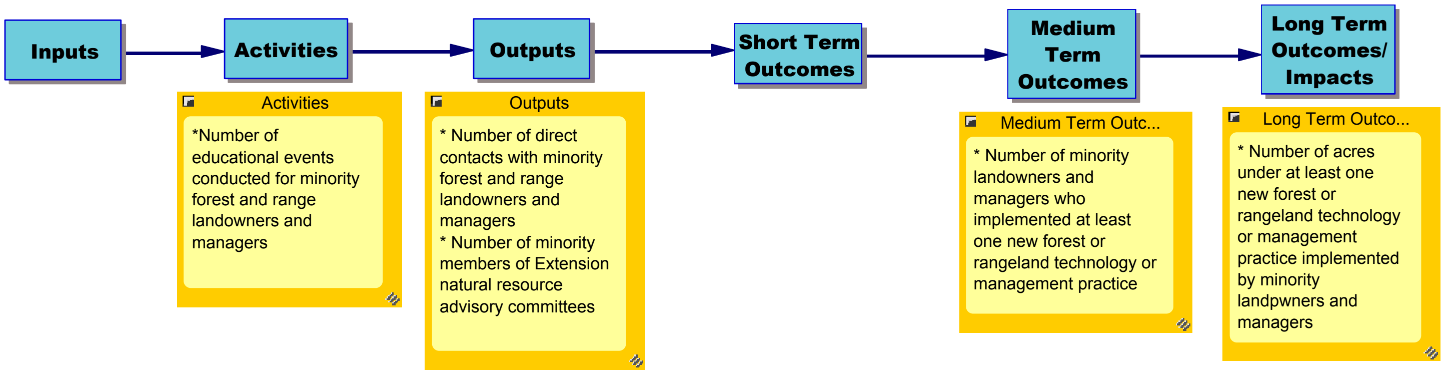
Issue: Public Policy



Issue: Land Conversion, Fragmentation, and Parcelization



Issue: Diverse Audiences



SECTION THREE:
RREA Plan of Work and Annual Updates:
Format, Content and Due Dates

In the FY 2006 RREA allocation letter from the USDA-CSREES Administrator, Dr. Colien Hefferan, Extension Directors and Administrators were notified that beginning in FY 2007 (October 1, 2006), the institutions receiving RREA funds would be required to submit plans of work and annual progress reports. These reports will be submitted electronically to the Current Research Information System (CRIS).

CRIS has previously been used exclusively for research projects. Because of the need for greater accountability for the RREA funds and the need to have more consistency in the database for all funds being distributed by CSREES, CRIS is now being used for higher education programs and extension program funds other than the Smith-Lever 3(b) & (c) funds.

Plan or Work Background and Framework
A three-year plan of work for FY 2007-FY 2009 is required for all institutions receiving RREA funds. The plan of work should be framed in the context of the issues contained in the RREA Strategic Plan: FY 2005-FY 2009. This plan was developed jointly by the university partners and CSREES, at the request of the CSREES Administrator and the Extension Directors Forestry Task Force. In 2005 a set of national level reporting indicators were developed by a working group of university partners and CSREES staff. These indicators are shown in the form of program logic models for each of the strategic issues, and institutions will need to provide quantitative data for the indicators in the strategic issues that are being addressed. As stated elsewhere in this guide, institutions are strongly encouraged to focus RREA funding in 1-3 issues and to allocate 8-10 percent of the RREA funds to program evaluation in order to be able to provide the necessary program impact data.

Steps in Filing the RREA Plan of Work for FY 2007 – FY 2009

Step 1: Access to CRIS

Contact your CRIS Site Administrator at your institution and get the CRIS password so that you can input your plan of work for RREA for FY 2007. Prior to FY 2006, Site Administrators were principally responsible for research projects. Your Site Administrator may simply provide password access, or may provide technical assistance as you prepare and enter your plan. If your administrative organization cannot accommodate assisting with the entry of the RREA program into CRIS, please contact Carolyn Deckers at the CSREES CRIS office. She will work with you to make alternative arrangements. Carolyn can be reached by phone at (202) 690-0009 or by email at cdeckers@csrees.usda.gov.

Below is a list of institutions and the corresponding CRIS Site Administrator(s) as of 9/18/2006.

	STATION CODE	SITE	ADMIN	EMAIL ADDRESS
AK	ALK/ALKN	Alaska Agricultural and Forestry Experiment Station	Deb Segla	fndls1@uaf.edu
AL	AL.X	Tuskegee University	Beverly Green	begreen@tuskegee.edu *419*: begreen@tusk.edu*
AL	ALA	Agricultural Experiment Sta, Auburn University	Kira Bowen	kbowen@acesag.auburn.edu
AL	ALAX	Alabama A&M University	Beverly Joiner	beverly.joiner@email.aamu.edu
AR	AR.X	University of Arkansas at Pine Bluff	Elnora Lee Bradford *419: Roma J. Moss*	bradford_e@uapb.edu *419: moss_r@uapb.edu*
AR	ARK	Agricultural Experiment Station, Univ of Arkansas	Laura Street *419: Elizabeth Dombek*	llstree@mail.uark.edu *419: edombek@uark.edu*
AZ	ARZT	Agricultural Experiment Station, Univ of Arizona	Alma Rosa Enciso	enciso@ag.arizona.edu
CA	CAL1	Agricultural Exp Sta Univ of California Berkeley	Michi Takata	michi@nature.berkeley.edu
CA	CAL2	Agricultural Exp Sta Univ of California Davis	CeCe Krek	cmkrek@ucdavis.edu
CA	CAL3	Agricultural Exp Sta Univ of California Riverside	Holly L Tran	holly.tran@ucr.edu
CA	CALB	Agricultural Exp Sta Univ of Calif Administration	Pat Day	pat.day@ucop.edu
CO	COL	Colorado Agricultural Experiment Station, CSU	Jan Iron *419: Becky Trentlage*	Jan.Iron@ColoState.Edu *419: Becky.Trentlage@ColoState.Edu*
CO	COLN	Colorado Cooperative Extension	Jan Iron	Jan.Iron@ColoState.EDU
CT	CONH	Agricultural Experiment Station, New Haven, CT	Ken Welch	Kenneth.Welch@po.state.ct.us
CT	CONS	Storrs Agricultural Exp Station, University of CT	Barbara Kolb *419: Sheila Cote*	barbara.kolb@uconn.edu *419: sheila.cote@uconn.edu*
DC	DC.	Agricultural Experiment Station, Univ of D.C.	Gloria Wyche-Moore *419: Diane Hyman*	gwychemo@udc.edu *419: dhyman@udc.edu*
DE	DEL	Agricultural Experiment Sta, Univ of Delaware	Lee Trumbull *419: Julie Burton*	trumbull@udel.edu *419: jmburton@udel.edu*
DE	DELX	Delaware State University	Ambrose O. Anoruo *419: Donna Noel*	aanoruo@desu.edu *419: dnoel@desu.edu*
FL	FLA	Agricultural Experiment Station, Univ of Florida	Linda Lilley	lilley@ufl.edu
FL	FLAX	Florida A&M University	Delois Hollinger	delois.hollinger@famu.edu
FM	MIR	College of Micronesia, Kolonia Pohnpei	Singeru Singeo	ssingeo@mail.fm
GA	GEO	University of Georgia, Agricultural Exper Stations	LIZ 706-542-9005 *419: liz mccaleb*	lmccaleb@uga.edu

GA	GEOX	Fort Valley State University	Raymond Gilmore	gilmorer@fvsu.edu
GU	GUA	University of Guam, Guam	Greg Wiecko	gwiecko@uog9.uog.edu
HI	HAW	Agricultural Experiment Sta, University of Hawaii	Thomas Lim *419: Terri Hee*	limt@ctahr.hawaii.edu *419: heet@ctahr.hawaii.edu*
HI	HAWN	Cooperative Extension Service, University of Hawaii	Thomas Lim *419: Terri Hee*	limt@ctahr.hawaii.edu *419: heet@ctahr.hawaii.edu*
IA	IOW	Agriculture Experiment Sta, Iowa State University	Cathy Good	cgood@iastate.edu
ID	IDA	Agricultural Experiment Station, Univ of Idaho	Holly L. Waters	hwaters@uidaho.edu
IL	ILLU	Agricultural Experiment Station, Univ of Illinois	Joe LaTessa	jlatessa@uiuc.edu
IN	IND	Agr Research Programs, Purdue University	Sherry Oland	oland@purdue.edu
KS	KAN	Agri Experiment Station, Kansas State University	Charisse Powell *419: Lynette Hoffman*	cpowell@ksu.edu *419: lhoffman@ksu.edu*
KY	KY.	Agricultural Experiment Sta, Univ of Kentucky	Kevin Hagan *419: Scott Wells*	khagan@email.uky.edu *419: scottw@email.uky.edu*
KY	KY.X	Kentucky State University	Joyce Owens	joyce.owens@kysu.edu
LA	LA.B	Agricultural Experiment Sta, Louisiana State Univ	Tammy W. Heil	theil@agcenter.lsu.edu
LA	LA.X	Southern University and A&M College	W.J. Rawls	wrawlslou@aol.com
LA	LA.Z	School of Forestry, Louisiana Tech University	Andrea S. Green *419: John C. Adams*	green@ans.latech.edu *419: jadams@latech.edu*
MA	MAS	Agr Exp Station, Univ of Massachusetts	Patti Cromack *419: Holly Duda*	pcromack@nre.umass.edu *419: hduda@nre.umass.edu*
MD	MD.	Agricultural Exp. Sta., University of Maryland	Theresa M. Simmons *419: Dan Ramia*	tsimmons@umd.edu *419: dr156@umail.umd.edu*
MD	MD.X	Univ of Maryland Eastern Shore	Anugrah Shaw *419: Laura Duck*	ashaw@umes.edu *419: lrduck@mail.umes.edu*
ME	ME.	Agricultural & Forest Exper Station, Univ of Maine	Charlene Herrick	charlene_herrick@umenfa.maine.edu
MI	MICL	Michigan Ag. Experiment Sta. Michigan State Univ	Linda Haubert	maesprj@msu.edu
MN	MIN	Agricultural Experiment Sta, Univ of Minnesota	Ruth Sanborn *419: Lynn Moore*	sanbo001@umn.edu *419: moore019@umn.edu*
MO	MO.	Agr Exper Sta, University of Missouri-Columbia	Liz Bent *419: Evelyn Lindell*	benteo@missouri.edu *419: lindelle@missouri.edu*
MO	MO.X	Cooperative Research Programs, Lincoln University	Dr. Steve Meredith *419: Sandy Wells*	meredith@lincolnu.edu *419: wellss@lincolnu.edu*
MP	NMA	Northern Marianas College	Dr. Jack A. Tenorio	jackt@nmcnet.edu
MS	MIS	Agricultural Exper Station, MS State University	Kathryn Amburgey *419: Anne Cook*	kathryn@mafes.msstate.edu *419: anne@mafes.msstate.edu*
MS	MISX	Alcorn State University	Janice Davis	jdavis@lorman.alcorn.edu

MT	MONB	College of Agriculture Montana State University	Tisha Stahly *419: Connie Shelhamer*	tstahly@montana.edu *419: connies@montana.edu*
MT	MONN	Montana State University Extension Service	Barbara Williams *419:*	bwilliams@montana.edu *419:*
NC	NC.	Agricultural Research Service, NC State University	Dawn E Piercy	Dawn_Piercy@ncsu.edu
NC	NC.X	North Carolina A&T State University	Benjamin Forbes	forbesb@ncat.edu
ND	ND.	Agricultural Experiment Sta, N Dakota State Univ	Ona Vig	Ona.Vig@ndsu.edu
ND	ND.N	NDSU Extension Service	Ona Vig *419: Bruce Bollinger*	Ona.Vig@ndsu.edu *419: Bruce.Bollinger@ndsu.edu*
NE	NEB	Agricultural Exper Sta, University of Nebraska	Nelvie Lienemann	nlienema@unlnotes.unl.edu
NE	NEBN	University of Nebraska - Lincoln Extension	Linda Tempel *419:*	LTEMPEL1@UNL.EDU *419:*
NH	NH.	Agricultural Exper Sta, Univ of New Hampshire	William R. Trumble	wtrumble@cisunix.unh.edu
NJ	NJ.	Agricultural Exp Sta, State Univ of New Jersey	Daniela Sharma *419: Daniel Rossi*	SHARMA@AESOP.RUTGERS.EDU *419: ROSSI@AESOP.RUTGERS.EDU*
NM	NM.	New Mexico State Agricultural Exper Station	Steve Loring *419: Beth Chorey*	sloring@nmsu.edu *419: bchorey@nmsu.edu*
NV	NEV	Agricultural Experiment Station, Univ of Nevada	Shelly Smith	ssmith@cabnr.unr.edu
NV	NEVN	University of Nevada Cooperative Extension	Leo Audet *419:*	audetl@unce.unr.edu *419:*
NY	NY.C	Agricultural Experiment Station, Cornell Univ.	Elaine Depew *419: Mary Johnson*	ded7@cornell.edu *419: mmj2@cornell.edu*
NY	NY.G	NY State Agricultural Experiment Station, Geneva	Elaine Depew	ded7@cornell.edu
OH	OHO	Agricultural Exper Station, Ohio State University	Susan Dimit	Dimit.4@osu.edu
OK	OKL	Oklahoma Agricultural Experiment Station	Sheila Julian *419: Kathy Evans*	sheila.julian@okstate.edu *419: kathy.evans@okstate.edu*
OK	OKLN	Oklahoma Cooperative Extension Service	Sheila Julian *419:*	sheila.julian@okstate.edu *419:*
OK	OKLX	Langston University	Karen A. Finley	kfinley@luresext.edu
OR	ORE	Agricultural Exper Sta, Oregon State Univ	Cindy Withrow *419: Jack Breen*	Cindy.Withrow@oregonstate.edu *419: Jack.Breen@oregonstate.edu*
OR	OREN	Oregon State University Extension Service	Jan Auyong *419: Jack Breen*	Jan.Auyong@oregonstate.edu *419: jack.breen@oregonstate.edu*
OR	OREV	Oregon State Univ, College of Veterinary Medicine	Brenda Thorson	Brenda.Thorson@oregonstate.edu
PA	PEN	Pennsylvania Agricultural Experiment Station	Rachel L. Unger	runger@psu.edu

PR	PR.	Agric. Exp. Stn., Univ. of Puerto Rico	Alejandro Segarra	Asegarra@uprm.edu
RI	RI.	Agricultural Experiment Sta, Univ of Rhode Island	Jane Vieira *419: Meredith Silvia*	janev@uri.edu *419: mcurfman@uri.edu*
SA	SAM	American Samoa Community College	Don Vargo	donvargo@rocketmail.com
SC	SC.	Agricultural Experiment Sta, Clemson University	Nelle Bridges	nbrdgs@clemson.edu
SC	SC.X	South Carolina State University-1890 Program	Mr. Robert Phillips	rphillips@scsu.edu
SD	SD.	Agricultural Experiment Sta, So Dakota State Univ	Sandy Rusten *419: Kim Yunginger*	SANDRA_RUSTEN@sdstate.edu *419: KIM_YUNGINGER@sdstate.edu*
TN	TEN	Tennessee Agricultural Experiment Station	Linda Howard	lhoward@utk.edu
TN	TENX	Tennessee State University	Carter Catlin Jr.	ccatlin@tnstate.edu
TX	TEX	Agricultural Experiment Sta, Texas A&M Univ	Alecia Arnold	aa-arnold@tamu.edu
TX	TEXX	Prairie View A&M University	Adela Jackson	adjackson@pvamu.edu
UT	UTA	Agricultural Experiment Station, Utah State Univ.	Dorcus Kleinschuster *419: Beth H. Smith*	dorcus@agx.usu.edu *419: beth@agx.usu.edu*
UT	UTAN	Utah Extension Service	Steven R. Broadbent	steveb@ext.usu.edu
VA	VA.	Agri Experiment Station, VA Polytech Inst.	Suella Wolfe	swolfe@vt.edu
VA	VA.N	Virginia Cooperative Extension, VA Polytech Inst.	Lesley Mitchell *419:*	lesleyg@vt.edu *419:*
VA	VA.X	Virginia State University	Stephanie McNeil	smcneil@vsu.edu
VI	VI.	Agricultural Exper Sta, Univ of Virgin Islands	Yvonne Horton	yvonne.horton@uvi.edu
VT	VT.	College of Agriculture, University of Vermont	Sue Lang *419: Skip Fanus*	slang@uvm.edu *419: rfanus@uvm.edu*
VT	VT.N	University of Vermont Extension	Robin Lockerby *419:*	robin.lockerby@uvm.edu *419:*
WA	WN.P	Ag Research Center, Washington State University	Marlinda Hendershott *419: Carol Pinch*	hendersh@wsu.edu *419: cpinch@wsu.edu*
WI	WISN	Agricultural Experiment Station, Univ of Wisconsin	Jim Erickson	Jim.erickson@uwex.edu
WV	WVA	WV Agr and For Exp Station, W Virginia University	Sharon Lemley	Sharon.Lemley@mail.wvu.edu
WV	WVAN	West Virginia University Extension Service	Sharon Lemley *419:*	Sharon.Lemley@mail.wvu.edu *419:*
WV	WVAX	West Virginia State University	Fatiema Wilkerson *419: Angela Daugherty*	wilkersf@wvstateu.edu *419: daughean@wvstateu.edu*
WY	WYO	Agricultural Experiment Station, Univ of Wyoming	Kathleen Bertoncelj	kathbert@uwyo.edu

* 419 refers to the individuals that handle the financial forms for CRIS.

Step 2: Browse the CRIS Forms

Before writing your FY 2007 RREA plan of work, we highly recommend that you review all of the accompanying attachments and consult the web-based document that explains each of the CRIS forms and provides information on each of the required fields. This document can be found at: http://cwf.uvm.edu/cris/crisfrms.htm.

Step 3: Prepare and complete the Plan of Work using CRIS Form AD-416

Using the RREA Strategic Plan for FY 2005-2009, outline your plans in the context of one or more of the strategic issues. All RREA funds must be allocated to one or more of the issues described in the plan that was prepared jointly by the state and federal partners and published by the Extension Directors/Administrators' Forestry Task Force. Institutions are strongly discouraged from spreading the limited RREA funds too thinly across multiple issues; programming in 1-3 issues may be all that is possible given the limited funding that is currently appropriated by Congress.

Using the following outline, go to the CRIS website, http://cwf.uvm.edu/cris/ , and begin entering your plan in the form, AD-416 Research Resume. You can access the AD-416 by clicking the link for "AD-416 / 417 Research Resume and Classification with CSREES-2008" under "For Investigators."

Outline for Preparing the AD-416 – Plan of Work
(Form is entitled "Research Resume")

- Go to the CRIS website, http://cwf.uvm.edu/cris/ , and begin entering your plan in the form, AD-416 Research Resume. You can access the AD-416 by clicking the link for "AD-416 / 417 Research Resume and Classification with CSREES-2008" under "For Investigators."
- Select your state on the map
- Select your institution. You will need your institution's password from your site administrator to go further.
- Enter PI's last name and initials and click "Proceed".
- On the left side of the screen select AD-416 Research Resume and below select Renewable Resources Extension and click "New".
- **5. Project Number** – You will receive instructions from your CRIS Site Administrator at your institution on what to enter in this field. It is usually a number or code that your site administrator will determine for you.
- **6. Status** – Choose new project.
- **7. Title** – Title should be "RREA Program."
- **Integrated Activity** – Should this field show up on the form, leave it blank. It may have been removed.
- **8. Performing Department** – Choose Cooperative Extension Service, unless you fall under another department.
- **9a. First Cooperating Department** – Leave blank.
- **9b. Second Cooperating Department** – Leave blank.

- **11. Cooperating States** – Leave blank.
- **12. Investigators/State Contacts, Last Name, Initials** – Enter PI name(s). If there is more than one PI, list both.
- **13. Project Contact** – Enter PI name and contact information.
- **14. Project Type** – Choose Renewable Resources Extension
- **16. Allocation** – Enter your allocation for the current fiscal year as shown on the CSREES Adminstrator's RREA Allocation Letter (http://www.csrees.usda.gov/business/awards/formula/allocationltrs/06_rrea.pdf). Enter just the number; do not enter commas or dollar signs.
- **17. Fiscal Year** – Enter "2007".
- **19. Start Date** – Enter "10/01/2007".
- **20. Termination Date** – Enter "09/30/2009".
- **21. Objectives** - Use this space to describe program objectives in narrative or bullet format.
- **22. Approach** – Use this space to describe program approach in narrative format. This section must include program evaluation approaches.
- **23. Non-technical summary** – Enter the situation or problem the program addresses in complete sentences, and enter the program purpose in complete sentences. These two sections will be combined into one paragraph when displayed.
- **24. Keywords** - Enter one RREA strategic issue per line that your program addresses. This is mandatory. Choose from the following two-word phrases: Diverse Audiences, Economic Opportunities, Forest Stewardship, Invasive Species, Land Conversion, Public Policy, Rangeland Stewardship, or Wildlife Fisheries. It is optional to list additional keywords as you see fit.
- **If there is not a submit button at the bottom of your form, please contact your CRIS Administrator**.

Step 4: Prepare and complete the Classification of Research using the worksheet below and the CRIS Form AD-417

Next, complete CRIS Form AD-417, Classification of Research, to classify your RREA work plan by Knowledge Area (KA), Subject of Investigation (SOI), Field of Science (FOS) and Percent Effort. All of the work in the various knowledge areas should add up to 100%. Use the Subject of Investigation and Field of Science you believe best fits your program. The Manual of Classification for Agricultural and Forestry Research, Education, and Extension provides descriptions for each of the KAs and can be found at (http://cris.csrees.usda.gov/star/manualvii.pdf).

Below are the RREA-specific entries to use for KA, SOI and FOS.

RREA Strategic Issues and Corresponding Knowledge Areas

- *Economic Opportunities for Individuals and Communities*
    - KA 125 Agroforestry
    - KA 134 Outdoor Recreation (forest- and rangeland-based)
    - KA 511 New and Improved Non-Food Products and Processes (e.g., wood products, Christmas trees, non-timber forest products)
    - KA 602 Business Management , Finance, Taxation, and Estate Planning

- KA 604 Marketing and Distribution Practices
- KA 608 Community Resource and Development Economics

- *Forest Stewardship and Health*
  - KA 112 Watershed Protection and Management
  - KA 122 Management and Control of Forest and Range Fires (e.g., Firewise)
  - KA 123 Management and Sustainability of Forest Resources
  - KA 124 Urban Forestry
  - KA 133 Pollution Prevention and Mitigation (e.g., forestry BMPs)
  - KA 212 Diseases and Nematodes Affecting Plants
  - KA 213 Weeds Affecting Plants
  - KA 214 Vertebrates, Mollusks, and other Pests Affecting Plants
  - KA 215 Biological Control of Pests Affecting Plants
  - KA 216 Integrated Pest Management Systems

- *Invasive Species*
  - KA 213 Weeds Affecting Plants
  - KA 214 Vertebrates, Mollusks, and other Pests Affecting Plants
  - KA 215 Biological Control of Pests Affecting Plants
  - KA 216 Integrated Pest Management Systems

- *Land Conversion, Fragmentation, and Parcelization*
  - KA 131 Alternative Uses of Land

- *Public Policy*
  - KA 605 Natural Resources and Environmental Economics
  - KA 608 Community Resource and Development Economics
  - KA 610 Domestic Policy Analysis

- *Rangeland Stewardship and Health*
  - KA 121 Management of Range Resources
  - KA 122 Management and Control of Forest and Range Fires
  - KA 136 Conservation of Biological Diversity
  - KA 212 Diseases and Nematodes Affecting Plants
  - KA 213 Weeds Affecting Plants
  - KA 214 Vertebrates, Mollusks, and other Pests Affecting Plants
  - KA 215 Biological Control of Pests Affecting Plants
  - KA 216 Integrated Pest Management Systems
  - KA 302 Nutrient Utilization in Animals
  - KA 306 Environmental Stress in Animals

- *Wildlife and Fisheries Resources*
  - KA 112 Watershed Protection and Management
  - KA 135 Aquatic and Terrestrial Wildlife
  - KA 136 Conservation of Biological Diversity
  - KA 605 Natural Resources and Environmental Economics

Subject of Investigation

Use: 0699 (Trees, forests, and forest product, general) for programs focused on forest lands or

0799 (Rangelands and grasslands, general) for programs focused on range lands

Field of Science

Use: 3020 (Education)

The following worksheet is an optional planning tool and will not be submitted to CSREES. Using the Plan of Work that you have prepared for the AD-416, now classify your plan and estimated percentage of effort for each line of classification. Enter a line of classification for each unique Knowledge Area-Subject of Investigation-Field of Science combination. After completing this worksheet, transfer the information to the AD-417 online and submit through the CRIS website. You can access the AD-417 after completing the AD-416.

EXAMPLE: State "A"

Knowledge Area	Subject of Investigation (use: 0699 for forestlands; 0799 for rangelands)	Field of Science (use: 3020)	Percent effort (in 10% increments)
123	0699	3020	70
135	0699	3020	30
			TOTAL= 100%

YOUR PROGRAM

Knowledge Area	Subject of Investigation (use: 0699 for forestlands; 0799 for rangelands	Field of Science (use: 3020)	Percent effort (in 10% increments)
			TOTAL= 100%

After completing the AD-416, you will verify your data and then be taken to a screen that will allow you to choose to fill out the AD-417. Click that option and then click “Proceed” to access the screen where you will complete the classification information in the form AD-417.

Step 5: Submit to CRIS for CSREES review

This step is completed at CSREES. The AD-416 and AD-417 forms will be reviewed for:

- Alignment with RREA Strategic Plan for FY 2005-2009 - Is the RREA plan aligned with the strategic plan published by the Extension Directors/Administrators’ Forestry Task Force?
- Program focus - Does the plan spread the RREA funding across so many issues that the potential for program impact is negligible, or is the program tightly focused around 1-3 strategic issues?
- Program evaluation – Does the plan address how the RREA program will be evaluated, what data will be collected, and how?
- Accuracy and completeness of the AD-416 and AD-417.
- This outcome of the review will be either: Accepted or Deferred. RREA Principle Investigators whose work plans are deferred will be notified by e-mail of any questions or deficiencies and asked to resubmit the forms.

DUE DATE

The FY 2007 Plan of Work, in the form of the AD-416 and AD-417 should be **submitted by October 31, 2006.**

Annual Updates to the Plan of Work

Institutions will be asked to review the plan of work on an annual basis and to make any updates as needed. Annually, CSREES will request that the POW be reviewed and updated, and will provide any necessary instructions.

SECTION FOUR:
RREA Annual Reports:
Format, Content and Due Dates

Annual reports are required on a fiscal year basis for each institution that receives RREA funds. The report consists of two components:

Annual Accomplishment Report

This report describes in narrative and quantitative form the program impacts that have been achieved during the year. It is submitted electronically to CRIS (referred to as Progress Report) using the AD-421 form. It should include:

- Narrative summarizing significant results, accomplishments, conclusions and recommendations, and program impacts.
- Quantitative information on the performance indicators for the strategic issues that have been described in the 3-year plan of work.
- Brief 2-3 sentence non-technical summary of the program's economic, environmental, and/or social impact.
- List of significant RREA funding-supported publications issued during the reporting period.
- Submission – The report is submitted electronically into the CRIS system.

Popular Report

This is a one-page fact sheet submitted by each institution that receives RREA funding. It should provide convincing and compelling evidence that your institution offers high quality educational programs focused on one or more the RREA Strategic Issues. This report will be used in a variety of ways: posted on the RREA web site; provided to USDA officials in advance of trips to individual states and institutions; distributed to other USDA agencies and other departments whose program goals include outreach and possible collaboration with the Cooperative Extension System; provided to stakeholders, including funders, as appropriate. The fact sheet should also have utility for the institution in demonstrating to university and extension administrators and program partners how extension reaches target audiences with impactful programs.

Format

- Overall length – one page maximum
- Use the file name: [institution]_RREA_[fiscal year]
- Use Times New Roman, regular 12-point font, for all text
- Margins: Top: 1.0" preferred, 0.75" minimum
  Bottom: 1.0" preferred, 0.50" minimum
  Right & Left: 1.0"
- Save the document in Word.rtf format

Content

- One report per institution

- University logo: Insert your university/Extension logo (graphic image) at the top of the page

- Importance of RREA:
  In 1 or 2 sentences summarize the primary educational programs and audiences targeted by RREA funds during the reporting period

- Dollars leveraged by RREA:
  In 1 sentence describe the total dollars leveraged by RREA during the reporting period (or estimate an average over a period of years) and the sources of funds leveraged (e.g., state, county, corporate, nonprofit). RREA funds often are used to match grants or are blended with other funds to conduct programs. Count all funds associated with projects in which RREA funds were directly involved.

- Success stories:
  Describe 2 to 5 successful Extension programs (1 or 2 sentences each) in which RREA funds were used during the reporting period. Describe the educational content you delivered, audience you targeted, and measured outcomes or impacts. Format each success story as a "bullet point."

- Quotes from program participants or collaborators:
  Show one or more quotes from Extension program participants or collaborators from other organizations that testify to the value of the educational program supported by RREA funds. Look for quotes on evaluation forms from Extension programs. For each quote, provide the person's name and title or a phrase describing the educational program in which the person participated (e.g., Participant at Woodland Advisor Training, May, 2007)

- 1 or 2 digital photos with captions:
  Insert 1 or 2 digital photos showing educational activities funded by RREA. Write a caption for each photo. Place photos on the page to create a visually balanced, pleasing layout.

- RREA contact:
  At the bottom of the page, show contact information for one person (preferably the RREA PI) who can answer questions about how RREA funds are being spent in your state.
  [State name] RREA Contact: Name, title, address, phone, e-mail

Due Dates

Both the Annual Accomplishment Report and the Popular Report are due at the same time:

- FY 2007 (October 1, 2006 – September 30, 2007) – DUE November 1, 2007
- FY 2008 (October 1, 2007 – September 30, 2008) – DUE November 3, 2008
- FY 2009 (October 1, 2008 – September 30, 2009) – DUE November 2, 2009

Submission
The Popular Report will be submitted as an e-mail attachment. The contact information for the recipient for the reports will be provided annually.

SECTION FIVE:

RREA Budget Form

Background

The budget form below is required for all special extension formula programs, including RREA. It is a budget of projected spending; it is not a report of actual expenditures. The form can only be completed once Congress passes the annual appropriation and the RREA appropriation is known. For that reason, it often not completed until several months into the fiscal year for which it is to be filed.

Due Dates

This form is not submitted until requested by CSREES. The request is contained in the CSREES Administrator's Fiscal Year Allocation letter which is distributed to Extension Directors and Administrators, Extension Administrative Officers, and RREA Principle Investigators. Once the allocation letter is sent, institutions are usually asked to return the completed forms within approximately 6 weeks. RREA Principle Investigators are strongly encouraged to work with the Extension Administrative Officers in completing the form to ensure that 100% of the RREA funds are budgeted to one or more of the current RREA Strategic Issues. Reporting forms and due dates for all RREA reporting is located on the CSREES website at the following URL:
http://www.csrees.usda.gov/business/reporting/rrea.html

Additional Important Information

- Carryover of funds – Up to 50% of an annual allocation may be carried over from one fiscal year to the next. Carryover of 50% or more must be approved by CSREES. To request permission to carryover excess funds, send an e-mail to the RREA Program Manager and include the following:
    1. Request permission to expend the excess carryover.
    2. Provide a short (4-6 sentences) description as to how the excess carryover would be used.
    3. Provide a brief description as to the circumstances that resulted in excess carryover.
    4. Provide a brief description as to plans and processes that will be used to avoid future excess carryover funds.

- Overhead/facilities and administrative fees and charges – RREA funds may not be allocated to overhead/facilities and administrative fees and charges. This is consistent with all other extension formula funds.

- Funding administrative personnel – RREA funds are intended, according to Congress, for developing and delivering "expanded extension programs in forest and rangeland resources."

Thus, the funds should be allocated to program costs which may include: salary, wages and fringe benefits for extension educators and program costs such as facility rental, publications, travel to educational program sites, website development and maintenance, equipment and supplies, mailings, etc. Funding for administrative oversight and leadership which does not directly result in the delivery of extension programs should be minimized (e.g., <15 percent).

STATE: **INSTITUTION:** **FISCAL YEAR ENDING:**

	SUMMARY			SALARIES											
				PROFESSIONAL		PARA PROF/TECH		CLERICAL & SEC.							
RREA STRATEGIC ISSUES[1]	ESTIMATED CARRYOVER	CURRENT ALLOCATION	TOTAL[2]	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	TRAVEL	SUPPLIES	EQUIPMENT	OTHER	FTE	TOTAL AMOUNT
ECONOMIC OPPORTUNITIES FOR INDIVIDUALS AND COMMUNITIES															
FOREST STEWARDSHIP AND HEALTH															
INVASIVE SPECIES															
LAND CONVERSION, FRAGMENTATION, AND PARCELIZATION															
PUBLIC POLICY															
RANGELAND STEWARDSHIP AND HEALTH															
WILDLIFE AND FISHERIES RESOURCES															
TOTAL RREA FUNDS															

[1] FROM RREA STRATEGIC PLAN FY 2005-2009
[2] TOTAL COLUMNS MUST AGREE

APPROVED:

Extension Director / Extension Administrator ____________ Date ____________

Administrator CSREES ____________ Date ____________

DUE:

SECTION SIX:
Frequently Asked Questions and Answers

1. What is the rationale for a separate RREA plan and report?
The 1998 Agricultural Research, Education and Extension Reform Act (AREERA) requires planning and reporting for specific formula funded programs, including Smith-Lever 3 (b) & (c), Hatch, and McIntire-Stennis. It does not include the 3(d) funds or other (e.g. RREA) formula funds. Thus, in order to fulfill accountability requirements, each program must develop its own planning and reporting process.

2. What reports are required and to whom are they submitted?

<u>REPORT</u>	<u>SUBMITTED TO</u>
• Initial 3-year plan of work	CRIS
• Annual updates to plan	CRIS
• Annual report	CRIS
• Popular Reports	Daniel Cassidy – dcassidy@csrees.usda.gov
• CSREES Budget Statements	Janet Downey – jdowney@csrees.usda.gov

Plans of work, annual updates to plans, and annual reports will be reviewed at CSREES. Approved reports are pre-requisites for the allocation of funds.

3. When are the reports due?

• October 31, 2006	FY 2007-2009 3-Year Plan of Work
• September 30th (annually)	Plan of Work Update
• November 1st (annually)	Annual Reports
• November 1st (annually)	RREA Popular Report
• 30 days after CSREES Administrator's Fiscal Year Allocation Letter	CSREES Budget Statement for the current FY (anticipated expenditures)

4. What is the Allocation Letter and how do I get it?
After Congress passes and the President signs the Agriculture Appropriations Bill for the fiscal year, several weeks elapse while the final numbers are being checked and reconciled and entered into electronic accounting systems. After that is done, CSREES is notified of the funds to be distributed. At that point, the RREA Program Manager prepares the institution allocations based on the funds available. A meeting with the CSREES Administrator is held to confirm the allocations. The CSREES Administrator sends an Allocation Letter to all Extension Directors and Administrators. This letter provides information about the appropriation, pertinent information about the RREA program, and the due date for the budget statement. Accompanying the letter is a list of all 72 RREA institutions and their allocations. This letter is posted on the CSREES website, www.csrees.usda.gov Click on "Business with CSREES," then scroll down to and click

on “Formula Funds.” Scroll down to “Extension Activities” where you will find the RREA section; within this section you will find the allocation letters and other information.

Ideally, the Congressional appropriation would be determined prior to the start of a fiscal year. This rarely happens; it usually does not get completed until 4-5 months into the fiscal year. Because of this delay, Congress usually passes a Continuing Resolution (CR) which permits agencies to allocate funds based on the previous year’s amounts in order to provide for program continuation and continuity. In the case of RREA, CSREES will provide 1st Quarter funds (October-December) based on the previous year’s allocations. Your Extension Administrative Officer will be aware of this process.

5. What are RREA Popular Reports?

These are 1-page impact reports, written in a “popular report” format. They are Word.rtf documents formatted with 1-2 pictures. They are used at the national level by NASULGC, CSREES, and other stakeholders. They are also intended to be used by the RREA institutions to make stakeholders and funders aware of the program impacts in your state or service area. The fact sheets are on-line at www.rreaprograms.net. Click on “Programs” and on the drop-down menu click on “State Programs.”

6. How were the indicators developed?

The indicators were developed by a working group at a special workshop in September, 2005, using the Performance Measures in the RREA Strategic Plan as the framework. The output of the workshop was then edited and formatted for consistency and clarity.

7. If the RREA funds are blended with other funding sources, what is to be reported?

Report all program impacts that resulted from RREA funding, regardless of whether the program was exclusively or partially funded by RREA. DO NOT report program impacts that did not involve RREA funds. Because of the blending that occurs in most states, you will be asked to estimate the % contribution of RREA fund to the overall program. For example, if the State X Forest Stewardship Program was funded 30% by RREA and 70% by state and federal funds, indicate same. The blending and leveraging that occurs with RREA funding is an important overall program indicator of the ability to attract other funding sources.

8. How can a three-year plan be developed when the funding is allocated on an annual basis?

The RREA funding has been relatively stable from year to year. Thus, developing a three-year plan with the expectation of level funding is a reasonable approach. Should the funding be significantly increased or decreased (e.g. +\- 20%) for any given year, you would be notified as soon as possible and asked to adjust your plan of work accordingly.

9. Why are RREA institutions asked to focus on only 1-2 strategic issues?
The RREA funding is relatively modest for most institutions, and inadequate for the 1890 institutions and territories. Thus, concentrating limited resources on a small number of strategic issues is more likely to result in real impacts than spreading limited funding across many issues. The one exception to this is if RREA funding has leveraged significant funding from other sources to support impactful education programs on many strategic issues.

10. What do I do if my Extension Service does not have a program development and evaluation specialist?
Most extension program development models include the very important process of program evaluation. It is part of, and not separate from, extension programming. Many institutions have an extension evaluator. For those that do not, there are several options:

- Develop a program evaluation expertise yourself.
- Look elsewhere at your institution (e.g., College/School of Education) and determine if someone else has the capability and invest some RREA funds to involve that person in your RREA program.
- Collaborate with a neighboring state, and invest some RREA funds to get assistance from a nearby extension evaluator.

Not doing any program evaluation is not an option in the RREA program. Talk to your extension administration about your need to have evaluation expertise available in your organization.

11. How are we supposed to collect the data required for the indicators?
The logic model for each issue indicates the kind of data that is needed. Some data simply requires some record-keeping (numbers of events, number of contacts). Other data, such as knowledge gained, practices adopted, or acres impacted, require some record-keeping about your "students" so that you can do follow-up surveys or interviews. Some of that data collection might be done by sampling a small number of your students. Because no two extension programs are the same, it is not possible to create and utilize generic data collection instruments.

12. Is the RREA budget statement supposed to account for 100% of the funds?
Yes – the budget statement which delineates expected budget expenditures must account for 100% of the RREA funds. If you are the PI and you cannot account for all of the funds, you will need to inquire about their utilization. RREA funds are to be used to support expanded extension programs in forest and range resources. Thus, the funds should be used on programs and their related expenses – educators, administrative program support, program materials, facility rental, local travel, etc. Large proportions of funds used to cover administrative expenses not directly associated with RREA programs are not in keeping with the intent of the federal legislation.

13. What is the role of my Extension Business Office/Administrative Officer related to the RREA budget planning and reporting?

There are certain budgeting forms that are required by the CSREES Funds Management Branch, such as the budget statement. As the Principle Investigator, you will want to work with your Extension Administrative Officer to determine the funding that you expect to allocate to the various strategic issues.

14. What is the role and purpose of the Principle Investigator?

As the Principle Investigator, you are the person that CSREES will communicate with regarding planning, delivery, evaluation and budgeting of the RREA program. As the PI, you need to have both program and budget responsibility and authority.

15. How can I plan, conduct and evaluate an RREA program if I don't have any say on how the funding is spent?

This is a significant problem in many institutions. The RREA funding arrives, but program people may have no knowledge of the amount or access to use it. The implementation of electronic reporting, the allocation of funds only after required reports are submitted, and the naming of an RREA Principle Investigator are steps being taken by CSRESS to attempt to alleviate the problem of RREA funding being used as a discretionary fund to cover miscellaneous costs without knowledge or access by the forest and rangeland extension subject matter specialists who best know what the extension program needs are in those areas.

16. Why is an electronic reporting system for research projects being used for extension programs?

Throughout CSREES and across all the missions of land-grant universities, electronic reporting is being used. It provides for more efficient filing of reports, the ability of extension educators to cut and paste between various reports, and provides searchable data bases that can be used to answer various Administration and Congressional queries about program investments and impacts.

17. How should RREA be recognized as a funding source on extension publications, programs, etc.?

As with most funders of programs, CSREES requests that the funding source be acknowledge. In most cases this is done with the standard phrasing on most extension publications. Additionally, it would be helpful if you would acknowledge RREA funding on any programs and publications that are partially or fully funded by RREA. Some possible wording for your consideration:

"This [program] [publication] [newsletter] [website] is funded by the Renewable Resources Extension Act (RREA)"

"This [program] [publication] [newsletter] [website] is funded in part by the Renewable Resources Extension Act (RREA)"

This funding acclamation is not required. However, it would be helpful in providing more visibility for RREA with your clientele, stakeholders and funders.

18. Who are the RREA points of contacts at USDA-CSREES?

For questions about the overall program and the strategic planning:
Eric Norland
National Program Leader, Forest Resource Management
202-401-5971
enorland@csrees.usda.gov

For questions about the plan of work and annual reports and their electronic submission:
Daniel Cassidy
Program Specialist, Forestry
202-401-6444
dcassidy@csrees.usda.gov

For questions about the budget statement and fiscal and accounting processes:
Janet Downey
CSREES Office of Extramural Programs – Policy, Oversight and Funds Management
202-205-0453
jdowney@csrees.usda.gov