Part III: Extension Evaluation and Reporting

Jari Sugano
University of Hawaii at Manoa
College of Tropical Agriculture and Human Resources

Hoku Mentoring Program
October 2017
Role of Cooperative Extension

• Cooperative Extension System (CES) is translating research into action: bringing cutting-edge discoveries from research laboratories to those who can put knowledge into practice.

Source: https://nifa.usda.gov/extension
Extension Evaluation and Reporting

- US Government wants **accountability** of its tax dollars
  - Government Performance and Results Act (GPRA) of 1993
    - Multi-year, strategic plan with an annual performance plan and performance report
  - Government Performance and Results Modernization Act of 2010 Signed by President Obama Jan 2010
    - Quarterly performance reporting
Building a government that works smarter, better, and more efficiently for the American people is a cornerstone of the President’s Accountable Government Initiative. The Administration is committed to delivering a Federal Government that uses taxpayer dollars in more effective and cost-effective ways. Critical to that is creating a culture of performance where agencies constantly strive to achieve meaningful progress and find lower-cost ways to achieve positive impacts. Government leaders must know what works on the ground and what does not, and speed adoption of best government practices. We owe it to the American people to be clear about what we are trying to accomplish and to be disciplined in our delivery.

On January 4, 2011, President Obama signed into law the GPRA Modernization Act of 2010 (the Act), Public Law 111-352. The Act modernizes the Federal government’s performance management framework, retaining and amplying aspects of the Government Performance and Results Act of 1993 (GPRA) while also addressing some of its weaknesses. In addition, the Act reinforces key elements of the Administration’s approach to improving the effectiveness and efficiency of government:

- Leaders set clear, ambitious goals for a limited number of outcome-focused and management priorities;
- Agencies measure, analyze, and communicate performance information to identify successful practices to spread and problematic practices to prevent or correct; and
- Leaders frequently conduct in-depth performance reviews to drive progress on their priorities.

The Act emphasizes the use of goals and measures to improve outcomes, and requires the Federal Government to adopt a limited number of crosscutting goals, defined as objectives that cut across organizational (such as agency) boundaries. These goals are expected to focus on...
Why Was This Needed?

• Ensures federal agencies are using funds effectively toward meeting their mission:
  • Requires agencies to have a 5-year strategic plan
  • Requires agencies to submit an annual (quarterly) performance plan describing what the agency accomplished and what is being actively worked on
  • Requires agencies to have performance measures with specific annual targets
  • Assessment of agency performance and improvement
How Does this Affect Extension?

- Government programs must significantly **benefit the public** to secure continued financial support

- Example: **Smith Lever Funds**
  - Salaries and benefits
  - Travel
  - Operation and maintenance costs
  - Cost share and matches for competitive grants
  - Program development and delivery expenses
Changes in Extension Evaluation & Reporting

US Government is requiring results & outcome oriented programming

• Reporting is switching:
  • **From:** Program inputs
    • Number of workshops
    • People contacted
    • People at event
    • Etc.
  • **To:** Results Achieved
    • Short
    • Medium
    • Long term programmatic outcomes
Role of Cooperative Extension

• Cooperative Extension System (CES) is translating research into action: bringing cutting-edge discoveries from research laboratories to those who can put knowledge into practice.

Source: https://nifa.usda.gov/extension
Extension’s Yardstick

- Instructors-Student Evaluations (CAFÉ)
- Researchers-Publications & Grants
- Extension-Scholarly Work & Public Impact

Source: https://www.princessauto.com/en/detail/unavailable
Extension’s Challenge

• How do we measure **putting knowledge into practice**?
  • Track changes in KASA’s
  • Track adoption or application of practices

Control rats  Suppress slugs & snails  Inspect produce  Wash before eating
Roger’s Innovation Adoption Curve

Provide ample opportunities to increase awareness & exposure
Evidence Based Extension Evaluation

• Claude Bennett (1975) developed a 7 level, chain of events heirachy to document the process of programmatic impacts

Logic Model-Program Organization & Impact

• Development of the Logic Model (1960) (Taylor-Powell, Steele, & Douglah, 1996) provided a visual way to express relationships, resources, activities, and expected changes or programmatic results.
Outputs & Program Offerings
Provide Opportunities for Education & Learning to Occur

Long term Impact
Intermediate Impact - change in behavior
Short Term Impact

Planning:
Start with end in mind

### OUTCOMES

*What results for individuals, families, communities.....*

<table>
<thead>
<tr>
<th>SHORT</th>
<th>MEDIUM</th>
<th>LONG-TERM</th>
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<td><strong>Action</strong></td>
<td><strong>Conditions</strong></td>
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<td>Changes in:</td>
<td>Changes in:</td>
<td>Changes in:</td>
</tr>
<tr>
<td>• Awareness</td>
<td>• Behavior</td>
<td>• Conditions</td>
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<tr>
<td>• Knowledge</td>
<td>• Decision-making</td>
<td>• Social (well-being)</td>
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<tr>
<td>• Attitudes</td>
<td>• Policies</td>
<td>• Health</td>
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<tr>
<td>• Skills</td>
<td>• Social action</td>
<td>• Economic</td>
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<tr>
<td>• Opinion</td>
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<td>• Civic</td>
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<td>• Aspirations</td>
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<td>• Environmental</td>
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<td>• Motivation</td>
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<tr>
<td>• Behavioral intent</td>
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</table>

**CHAIN OF OUTCOMES**

University of Wisconsin-Extension, Program Development and Evaluation, © 2008 by the University of Wisconsin System.
Move Away From Reporting Outputs

Example:
Output: Number of patients discharged from state mental hospital
Outcome: Fifty percentage of discharged patients are capable of living independently

Not how many worms the bird feeds its young, but how well the fledgling flies
(United Way of America, 1999)

Source: University of Wisconsin-Extension, Program Development and Evaluation, © 2008 by the University of Wisconsin System.
Examples of **Short Term** Expected Outcomes
How clientele changed in awareness, knowledge, attitudes, skills, aspirations

- **Awareness** of promising new varieties with superior characteristics
- **Increased knowledge** about the role of the organic cropping system and its ability to produce high quality leafy greens across the state
- **Better understanding** about tree pruning techniques and its effect on crop quality/yields
- **Change in attitude** towards genetic modification organisms
Examples of **Intermediate** Expected Outcomes
How clientele changed in behavior, practice, decisions, policies, actions:

- **Evaluation and trial** of new protea varieties by growers
- **Acceptance** of our newly, manufactured pickles by processors and consumers
- **Collaborative partnerships** established between growers and processors
Examples of **Long Term** Expected Outcomes
How clientele changed in social, economic, civic, environmental status.

- Increase in women producers in Hawaii
- Increased involvement of socially disadvantaged producers in policy change
- Reduced dependence / less reliance on crop protection chemicals
- Greater self sufficiency for Hawaii
- Increased Hawaii’s market share in chocolate production
- Advancement of Hawaii’s diversified agriculture sector
- Increase in locally produced commodities
CTAHR Reporting Areas-Website

Short-term Impacts
• How clientele changed in awareness, knowledge, attitudes, skills, aspirations
• No. of people completing non-formal education programs

Medium Impacts
• No. of people who adopt one or more recommended practices

Long-term Impacts:
• How clientele changed in social, economic, civic, environmental status
Evidence Based Reporting

✓ Tell me what you accomplished (narrative)
✓ Show me what you accomplished (outputs)
✓ Ultimately, provide supporting data to provide evidence of these accomplishments
Data Collection

- Stakeholder input
- Collaborative partnerships
- Program evaluation tools (surveys, focus groups, observations, testimonials, etc.)
  - Seek UH human subject approval (IRB exemptions)
  - Ensure tools are not leading questions
- Scholarly productivity
- Awards and recognitions
- Program outcomes and outputs
- Funding through grants and contracts
Annual Narrative of Accomplishments

• What were your agreed upon performance goals?
• How successful were you in meeting those goals?
• How many programs did you conduct?
• What type of educational programs offered?
• What were your outputs?
• What were your outcomes?
  • How did participants benefit from the change?
  • Did participants adopt the practices?
• Did you help CTAHR meet it’s mission and advance organizational effectiveness?
• Did you advance clientele satisfaction of the Cooperative Extension Service?
Using Powerful Impact Statements

• Brief summary, in layman's terms, the difference your programs have made to the stakeholder, industry, community, etc.

• Outlines the accomplishments and creates strong support for continued program resources and support

• Answers the questions... "So what?“ and “what did you accomplish”

• Reports accomplishments in simple language that is free of technical jargon

Source: Virginia Tech, College of Agriculture and Life Sciences & University of Kentucky
https://extension.ca.uky.edu/files/writing_impact_statements.pdf
Example of a Impact Statement (Success Stories)

• During a five-year period, 160 youth from an inner-city, high-risk housing project participated in an Extension sponsored, daily, three-hour after-school program. Expected outcomes included reduced incidents of substance abuse; decreased behavioral problems in school; and an increase in discipline, respect, integrity, and responsibility through training and role modeling. To build grassroots ownership in the program, adults from the housing project were trained and hired as staff. Youth gained an average of 1.4 years in reading test scores and 1.5 years in math during the first year. Academic gains continued every year of the program. Ninety percent of the parents surveyed agreed that their children’s behavior had improved as a direct result of participation in the program. Furthermore, 98 percent of the adults completed high school or obtained a G.E.D. certificate during the program.

Example of a Impact Statement (Success Stories)

Pesticide Container Recycling Program Saves Landfill Space

Used pesticide containers can be a major environmental hazard. In order to assure that farmers and others properly dispose of such containers, the Caldwell County Extension Center is in its second year of conducting the Rinse and Return pesticide container recycling program in cooperation with the Kentucky Department of Agriculture. This year, two educational programs were held to educate producers on the proper methods of recycling containers. Of the 128 that attended, 120 stated they will or are taking part in the program. So far this year, the program has resulted in the recycling of 700 two and one-half gallon containers, 100 five gallon containers and 6 fifty-five gallon drums. This has saved the county approximately 1150 square feet of landfill space. At $17.50/sq foot, the resulting savings is more than $20,000.00 for landfill space alone. In addition, these materials will not find their way into sinkholes and thus will not have a negative impact on ground water in Caldwell and surrounding counties.

Source: University of Kentucky
https://extension.ca.uky.edu/files/writing_impact_statements.pdf
Eat (Very) Local

David Ftories understands two things that bring a community together: meaningful work and food. The Kapolei-based Kaua‘i Organic Farming Program (KOFP), of which he is executive director, works to strengthen the North Kohala community through those linking educational and cultural programs for youth and adults based on growing food and caring for the land.

After earning his undergraduate degree in tropical agriculture from CTAH, Mr. Fitting received his teaching certificate and went on to become an ag instructor at Kohala High School. After retiring at the end of 2016, he partnered with his son, Jakob Fitting, to open a part-time cattle ranch and as a mentor for KOFP.

“My passion is working with kids,” he confides. “KOFP offers mentorship programs in animal husbandry, crop farming, and agriculture construction. Mr. Fitting incorporates kalo natural farming methodologies into his teaching and ag production, using local available and homemade monthly rituals with naturally occurring microorganisms to improve the soil and well being of plants and animals. The centerpiece of the program is raising pigs. Students build their own enclosed Deep Layer System, or DLS, which are KOFP techniques to mitigate the usual problems of flies and smell. There’s no wastewater runout from the pens, since microorganisms and a composting litter on the floor control seepage naturally. Participants learn market techniques by selling penned pigs from Mr. Fitting, raising them, and then selling the grown pigs to outside markets. KOFP offers training on employment opportunities and starting a business, but more importantly, the youth gain confidence and a stronger sense of culture and their place in their community.”

Sustainability is key for Mr. Fitting, who says using locally produced inputs helps keep costs down and creates healthier foods. Animal feed and compost fertilizer come from kitchen scraps, sweet potato vines, beetroots, and locally grown carrots. Backgrounds are chirped for bedding for the pens, and a family is working to establish a meat processing and retail outlet in North Kohala. Part of their plan is to create a full-circle production chain in which crops and animals are raised and processed in Kohala and then sold directly to the local community. In line with Governor Ige’s commitment to double the amount of locally grown food by 2020, this goal far surpasses it in scope – they hope to see 50% of all food eaten in the district produced there. And if, through energy, water, land, and community commitment can do it, they can make it.

Source: https://www.ctahr.hawaii.edu/Site/Impacts.aspx?yr=2017
Extension Evaluation Process

Ex. Food Safety Program Activities & Outputs

- Control rats
- Suppress slugs & snails
- Inspect produce
- Wash before eating

Program Evaluation

Did you make impact?
Welcome to the College of
Tropical Agriculture and Human Resources

Prospective Students
Current Students
Community
Collaborators/Researchers
Employees
Alumni/Friends
Faculty/Staff

SERVICES / RESOURCES
CTAHR Services and Resources

About CTAHR
- Impact stories
- History
- Mission and vision

CTAHR Directory

Employee Resources
(Restricted access)

Agricultural Diagnostic Service Center
- Analyses and diagnostic tests
- Fruit and vegetable seed sales

Office of Communication Services
- Publications and videos
- CTAHR News articles

CTAHR Computer Lab
- Support for academic activities, with priority to registered CTAHR courses.
- Poster printing available for a fee.

Campus Resources

UH Employment Opportunities

Title IX at UH Manoa
EMPLOYEE RESOURCES

Alerts...News...Trends

Agent Minimum Qualification Survey Presentation (August 14, 2017)

Extension Plan of Work Proposals
FY 2018
Final Proposals due to CTAHR Associate Dean for Extension from Department Chair by July 1, 2017

Contact Us
mis@ctahr.hawaii.edu

Ports

DEPARTMENTAL RESOURCES

CTAHr FACULTY/STAFF (Bio,Volun, Mentor...)
- Enter Data
  Secondary Login Required
  UN=email address
  Pw=lastname + last 4 SSN
- Search for Volunteer Speakers
- Search for Mentors
- Search for Collaborators

USDA Science & Collaboration Site VIVO
State Legislative Information
CTAHr Administrative Contacts
CTAHr Faculty Senate

Strategic Plans
Program Reviews
- NIFA Reporting Portal REEport, POW, LMD
- CTAHR Extension Narrative Report Secondary Login Required
  UN=lastname
  Pw=last 4 SSN
- myStaff
# Annual Narrative/Activity Summary

(October 1, 2015 to September 30, 2016 / Fall 2015, Spr 2016, Suml,SumII)

## LOG IN DATA (Please enter)

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<th>sugano</th>
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[Access Information] [Clear Data]

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## MAIN MENU

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<th>Unit</th>
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<tr>
<td>SUGANJAR</td>
<td>JARI S SUGANO</td>
<td>PEPS</td>
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### Instructions

Read Me First

**MAIN MENU**

Click on the Buttons below to Record Data for the following Categories:

- Awards and Recognition
- Publications / Presentations
- Summary of Extramural Grants

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### ACCOMPLISHMENTS FOR EXTENSION PROJECTS

Narrative format, please include any social, environmental and/or economic impacts.

Click "Edit" to input/edit narrative or "View" to view and/or print project narrative.

22-5G8 | [Edit] [View] | Sustainable, Responsive and Reduced Risk measures for Oahu's Edible Crop Industries (REV; INT POW 8033H, 9022H)
### 2016 ACCOMPLISHMENTS

**Project Title:** Sustainable, Responsive and Reduced Risk measures for Oahu’s Edible Crop Industries (REV: INT POW 8033H, 9022H)

**Project Objective:**
Incorporating the needs and desires of windward stakeholders, the plan of this work is focused on five specific objectives: 1) evaluation of prospective new crops / crop varieties for Oahu’s growers, 2) heighten grower competencies in evaluating, selecting, and adopting at least three sustainable and environmentally acceptable pest/nutrient management technologies, 3) advancing food safety by minimizing food safety risks and dependence on organophosphate, carbamate, and carcinogens applications by 30% through reduced risk pesticides, biotechnology and other reduced risk measures, and 4) improving the standard of quality and consistency of Hawaii grown commodities, and 5) reaching and servicing socially disadvantaged farmer groups who are reluctant to work with UH CT AHR.

**Leaders:** Sugano, J.

### A. Outputs (ACCOMPLISHMENTS):

#### 1. Standard Output Measures

**DIRECT CONTACTS**

<table>
<thead>
<tr>
<th>Adults (No.)</th>
<th>Youth (No.)</th>
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<tbody>
<tr>
<td>1500</td>
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**INDIRECT CONTACTS**

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<tr>
<th>Adults (No.)</th>
<th>Youth (No.)</th>
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</thead>
<tbody>
<tr>
<td>2000</td>
<td>0</td>
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</table>

**Direct:** Face-to-face contacts (other than those included below) walk-in clients, farm visits, telephone, correspondence (incl. e-mails)

**Indirect:** Number of people on newsletter and other mailing (incl. e-mail distribution lists), website surveys, etc.

#### 2. Other Output Measures

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>No.</th>
<th>Participants (No.)</th>
<th>No.</th>
<th>Participants (No.)</th>
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<tbody>
<tr>
<td>a. Workshops/Conferences</td>
<td>50</td>
<td>300</td>
<td>10</td>
<td>200</td>
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<td>c. Extension Publications</td>
<td>3</td>
<td>Peer Reviewed: 3 Others: 0</td>
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<tr>
<td>d. Websites</td>
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<td>1</td>
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<td>e. Extramural Grant Proposals</td>
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<td>Submitted: 2 Awarded: 2 Award Amt.: 50000</td>
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<tr>
<td>f. Presentations at Nat’l, Internat’l Mtgs.</td>
<td>0</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>g. Stakeholder Participation in on-farm trials</td>
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<td></td>
<td></td>
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#### 3. Output Narrative for the Period covering October 1, 2015 thru September 30, 2016

#### C. Volunteers and Donors:

**VOLUNTEERS:**

<table>
<thead>
<tr>
<th>Total Number</th>
<th>Total Hrs Contributed</th>
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<tbody>
<tr>
<td>1</td>
<td>20</td>
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</tbody>
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**DONORS:** (Type of Donation)

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<tr>
<td>Monetary</td>
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*Note: The document contains detailed information on project outputs, including the number of direct and indirect contacts, workshop/participation statistics, and a narrative covering the period from October 1, 2015, to September 30, 2016. Additionally, it tracks volunteer contributions and donor information.*
D. Tenure Criteria for Extension Agent Faculty

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.

2. The faculty member must have demonstrated a level of professional achievement and productivity in extension service appropriate to the rank at which tenure is sought in comparison with peers active in extension. The comparison peer group consists not only of local colleagues but also of the whole of the community of extension professionals active in major extension service programs nationwide. At the ranks of Junior and Assistant Extension Agent, the applicant should demonstrate clear evidence of professional growth. The Associate Extension Agent seeking tenure should provide evidence of interaction with the nationwide extension profession and of contributions to extension as a profession. The full Extension Agent should provide evidence of significant interaction with the nationwide extension profession and of substantial contributions to extension as a profession. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V) and the Executive Policy – Classification of Faculty, E5.221 (Appendix A).

3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. The faculty member should have rendered other services to the community as appropriate and have shown an ability to work effectively in an integrated extension program.

E. Promotion Criteria for Extension Agent Faculty

1. Promotion to Assistant Extension Agent. A Master's degree from a college or university of recognized standing, with major work in agriculture, home economics, marine science, resource management or a related field, as appropriate, or, in addition to the Bachelor's degree, 30 credits of post-baccalaureate academic work in a field appropriate to the individual's job is normally required. Three years experience in Cooperative Extension work, Sea Grant Extension work, or closely related fields are required. The faculty member must provide evidence of competence, productivity and increasing professional maturity in the assigned extension activities. In addition, there should be evidence of duties calling for independent professional judgment, and of the capability for the development of an extension program. The faculty member should have shown an ability to work effectively with other agents in an integrated system.

2. Promotion to Associate Extension Agent. A Master's degree from a college or university of recognized standing in agriculture, home economics, marine science, resource management or a related field, whichever is appropriate; in the Master's, 15 credit hours of post-baccalaureate academic work in an appropriate field, and at least four years experience as an Extension faculty member or in a closely related field in the next lower rank is required. The faculty member must provide evidence of increasing productivity and professional maturity in the extension activities in the rank of Assistant Extension Agent. There must be evidence of a high level of leadership ability, including the capacity to develop leadership in others. The faculty member must demonstrate the successful administration of a well-organized extension program and the capacity to work effectively with agents in other jurisdictions and with related public agencies. There must be evidence of interaction with the profession and of contributions to the appropriate subject matter discipline or to extension as a profession.

3. Promotion to Extension Agent. A Master's degree from a college or university of recognized standing with major work in agriculture, home economics, marine science, resource management or a related field, whichever is appropriate; in addition to the Master's degree, 30 credit hours of post-baccalaureate academic work beyond the Master's degree in an appropriate field; and at least four years of experience as an Extension faculty member or similar and equivalent work in the next lower rank are required. The faculty member must provide evidence of continued professional growth as an Associate Extension Agent. There must be evidence of exceptional leadership ability and success in a position with significant program or administrative responsibilities covering major subject areas or large geographic areas. The faculty member must provide evidence of ability to perceive and implement broad educational programs relevant to community needs, and the capacity to work harmoniously with agents in other jurisdictions and with other governmental agencies in an integrated extension program. There must be evidence of significant interaction and leadership with the nationwide extension profession, and of substantial contributions to the appropriate subject matter discipline or to extension as a profession.
CTAHR Pre-Award Grant / Contract Specialist

- Assisted with 217 proposal submissions in 2016 (80% of CTAHR submissions)
- Assist PIs with preparing proposals and submission through myGrant; review to insure all attachments are included and complete
- Assist with subcontracts, PI changes, requests for extensions, funding searches
- Prepare and review budgets for PIs and Fiscal Office

**Units Covered:**
- HNFAS
- MBBE
- NREM
- Counties

**Units Covered:**
- COF
- FCS
- PEPS
- TPSS

Source: Grace, K. 2017 State of the College, UH CTAHR
## ORS Support

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</tbody>
</table>
For More Information

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