

# NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

## PLAN OF WORK

### EXTENSION ADMINISTRATION (PROJECT 1)

Title of Project

Section

1966-67

Fiscal Year

Name and Title of worker

Percentage of Time  
Devoted to Entire  
Project by Each worker

<u>George Hyatt, Jr., Director</u> Project Leader	<u>100</u> %
<u>George W. Smith, Associate Director</u>	<u>100</u> %
<u>J. C. Williamson, Assistant Director</u>	<u>50</u> %
<u>T. C. Blalock, Assistant Director</u>	<u>100</u> %
<u>E. J. Boone, Assistant Director and Head,</u> Department of Extension Personnel Development	<u>75</u> %
<u>Elaine Cofar, Assistant Director</u>	<u>100</u> %
<u>F. S. Sloan, Professor of Ext. Education</u>	<u>59</u> %
<u>Emily Quinn, Assoc. Prof. of Ext. Education</u>	<u>89</u> %
<u>E. M. Stallings, Rural Civil Defense Spec. 1/</u>	<u>100</u> %
<u>A. Perry Batten, Retirement &amp; Insurance Officer</u>	<u>100</u> %
<u>C. M. Ferguson, Visiting Professor</u>	<u>50</u> %
<u>J. E. Foil, State Agent, County Operations</u>	<u>100</u> %
<u>Nell Kennett, State Home Economics Leader</u>	<u>100</u> %
<u>R. E. Jones, Assistant Director</u>	<u>100</u> %
<u>R. J. Dolan, State Training Leader</u>	<u>89</u> %
<u>Minnie M. Brown, Asst. State Home Econ. Agent</u>	<u>100</u> %

1/ Mr. Stallings is attached to Agr. Engineering  
for operational purposes.

Signed \_\_\_\_\_  
State Director of Extension

Date Recommended April 28, 1966

Signed \_\_\_\_\_  
Administrator, Federal Extension  
Service, U.S. Department of  
Agriculture

Date Approved \_\_\_\_\_

## I. ADMINISTRATION AND MANAGEMENT

### A. Central Administrative Direction

1. Central administrative direction is provided by the Director, Associate Director, and five Assistant Directors. The administrative staff specialists in training and personnel management perform services consistent with the policies and procedures developed by the Director's office.

The overall administrative policy requires the proper management of the general business of the Extension Service; the maintaining of an effective staff; the securing of adequate funds and the supervision of their expenditure; and the provision of proper leadership for the inauguration, planning, and supervision of Extension programs based on the latest research and current needs of the clientele served by extension personnel.

The sole purpose of this overall policy is to provide an appropriate framework for administering the activities of the total Agricultural Extension staff so that the objectives of the Service may best be accomplished. The specific objectives for 1966-67 are:

- a. To provide overall administration and program direction and leadership, including the development of basic policies and procedures.
- b. To maintain an adequate and efficient staff of supervisors, specialists, county extension agents, and clerical staff to accomplish program objectives within the possibility of financial support.

- c. To integrate and coordinate the entire Extension staff and its activities.
  - d. To develop an adequate training and Extension research program relating to the activities of personnel, programs and procedures, and to provide for pre-service, induction, in-service and graduate training as staff service aspects of a systematic professional improvement program.
  - e. To provide for professional development and formulate a personnel policy pertaining to recruitment, selection, placement of personnel, salary administration, and other personnel management functions.
  - f. To develop and maintain a system of financial and administrative management of all Extension funds and properties.
  - g. To develop and maintain a system of reporting program plans and accomplishments.
  - h. To maintain effective working relations with other divisions of the land-grant institution, with cooperating Federal and State agencies, and other organizations and with the general public.
2. The continuous implementation of job descriptions and a better understanding of responsibilities and authority has clarified the working situation of many employees. To further implement our organization and to increase the efficiency of individuals as well as groups, the following schedule of conferences will be carried out during the coming year:
- a. The Extension Administrative Staff meets weekly on a regularly scheduled basis with additional meetings when needed.

- b. The Administrative staff meets twice each month with the Administrative Staffs of the Experiment Station and the resident teaching section under the chairmanship of the Dean of the School of Agriculture. These meetings are most helpful in building and maintaining good relationships with the School of Agriculture.
  - c. The Administrative staff meets with a combined group of specialists in charge and district agents once each month.
  - d. The Administrative staff meets with the district agents as a separate group once each month.
  - e. The Administrative staff meets with the specialists in charge as a separate group once each month.
  - f. The Administrative staff will meet with all specialists twice a year on a scheduled basis and as many additional times as is necessary. Subject matter department heads will also be invited to attend.
  - g. The Administrative staff or at least representatives of the administrative staff meet with county personnel in either district meetings, regional meetings, or statewide meetings two or three times each year, depending upon programs, needs, opportunities, etc.
3. Policies for Strengthening Extension and its Public Relations

A sincere effort will be made during the coming year to improve the public relations program of the Extension Service. Actually, all the points mentioned in the preceding paragraphs of this section should improve the effectiveness of the Extension Service. What we need is a carefully planned continuous public relations

program which is participated in by the total staff and we hope to develop such a plan during the year and have all of our staff members see and appreciate the desirability of pushing it through. In improving public relations, one of the best techniques is to work effectively on the most pressing problems of the state and letting the people know that we are working on these problems. It is a mistake to assume that we will automatically work on the most important problems. It takes continuous effort on the part of a number of people, including the Administrative staff, in determining and clearly pointing out the most pressing problems. Once these have been determined, the Administrative staff has the responsibility of seeing that Extension is doing all it can in bringing about the most desirable solutions. If we are not doing all we can, then a redirection of efforts must be made. The actual determination of problems, measuring the status of Extension work in relation to these problems and the securing of proper redirection in efforts are all difficult phases that must be constantly monitored. Administrative guidance is essential at all levels, but once the determination has been made that the service is doing all it can in connection with the solution of these pressing problems, the public must be so informed. In the past, Extension has often exerted intensive effort in solving certain problems, but this has not been made known to the people. We were later criticized for not doing the very thing that had already been accomplished. Probably the best example of this is in the field of marketing. Everyone recognizes that it is an important area and extension is doing a tremendous amount of work



in this field, but to some of our public we are missing the boat entirely because they do not have a knowledge of what we are doing to develop a strong marketing program. This whole field of public relations is complex and one in which we are not particularly well prepared to handle. It is felt that at the national level more attention should be devoted to developing procedures for reaching our public relations goal.

4. <u>COOPERATING AGENCIES AND ORGANIZATIONS</u>	<u>ASSISTANCE RENDERED</u>	<u>ASSISTANCE RECEIVED</u>
State Department of Agriculture	Advisory and Cooperation	Advisory and Cooperation
Vocational Education	Advisory and Cooperation	Advisory and Cooperation
State Health Department	Advisory and Educational	Advisory and Cooperation
Department of Conservation and Development	Educational Advisory	Cooperation in Programs
Agricultural Stabilization and Conservation (Member)	Advisory and Educational	Cooperation in Programs
Soil Conservation Service Member, State Committee	Advisory and Educational	Cooperation in Programs
Farmers Home Administration	Advisory and Educational	Cooperation in Programs
Production Credit Association	Technical Advice	Policies in line with advice
Southern Extension Directors	Advisory	Advisory
N. C. Board of Farm Organizations and Agricultural Agencies	Advisory and Cooperation	Advisory and Cooperation
Farm Loan Association	Technical Advice	Policies in line with advice
The Grange	Advisory and Educational	Promoting of Agricultural Interests
The Farm Bureau	Advisory and Educational	Promoting of Agricultural Interests
Cooperative Marketing Association	Advisory and Technical	Use Recommendations of University
Breed Associations	Educational	Promote Program of University
Seed Associations	Educational	Promote Program of University
N. C. Cotton Promotion Association	Advisory and Cooperation	Advisory and Cooperation

5. Cooperation and Integration

It is the intent of the group on the campus, especially the Extension Administrative staff, to devote more time to bringing about better cooperation within the college and university and with state and federal agencies as well as farmer and local organizations throughout the State. Within the School of Agriculture, relationships could not be better. The Director of Extension, the Assistant Directors and the Associate Director participate twice each month in staff conferences with the other administrative officers in the School of Agriculture. The Extension Administrative officers meet regularly with the heads of subject matter departments in the School of Agriculture. The General Faculty meeting of the whole University is open to Extension personnel headquartered on the campus.

Our relationships with other agricultural agencies and with farm organizations are excellent. We do not recall any better working relationships as ever having existed in the past. Through the medium of an organization known as the North Carolina Board of Farm Organizations and Agencies, the heads of all state and Federal agricultural agencies and organizations meet for a dinner once each month. This is strictly an informal meeting with speeches and talks held to a minimum, but a general feeling of good fellowship comes about through open discussions of the problems of the State as they relate to agriculture and to farm and rural families. This group has been operating for nearly ten years and the attendance is remarkable, as it is a voluntary affair. It has done as much or more than any other thing to bring



about a better understanding of how these agencies can coordinate their programs and present a real field of service to the people who look to them for assistance.

B. Financing Extension Work

We are planning to give the formula by which we determine the use of State money in individual counties, as well as the appropriate county contribution, a great deal of study during 1966-67. This seems to be basic to a better understanding of Extension's problems. It also seems basic for a better service to the people of the state. It is very difficult problem due to the vast differences in size of counties, total population, number of farms, character of the land, nature of the crops, location of large cities, etc.

In connection with obtaining additional funds for increasing salaries, we will continue to work closely with the individual leaders in the counties as well as with the farm organizations in the state. We have the good will and support of the Boards of County Commissioners and their cooperation is deeply appreciated and relied upon.

Table 1 shows the funds available for 1965-66 and the distribution of these funds by purposes and by objects. One item worth noting in the 1965-66 budget is that three additional specialists in Pesticides work have been hired and support in equipment, supplies, secretarial help, etc., essential to the conduct of their work has also been provided. The monies necessary for establishing and supporting these

three positions were appropriated from the Federal level. In addition, monies have been provided for an area pathology specialist for Western North Carolina. Table 1 reflects only monies received from Federal, state and foundation sources. The counties are expected to contribute \$2,295,292 for 1965-66 bringing the total receipts to \$9,271,523. This compares to a budget of \$7,308,525 in 1960 or an increase of \$1,962,998 in a six year period.

TABLE I

AGRICULTURAL EXTENSION SERVICE  
Operating Budget  
1965-66

<u>ITEM</u>	<u>OPERATING BUDGET</u>
<u>SUMMARY BY PURPOSES:</u>	
I. State Administration	\$ 308,737
II. State Programs and Support-Subject Matter	1,727,343
III. State Programs and Support-Information	232,805
IV. County Supervision	395,927
V. County Program Operation	4,079,255
VI. State Car Account	48,615
VII. Merit Salary Increments	15,000
VIII. Salary Increases	<u>168,549</u>
TOTAL	\$ 6,976,231
<u>SUMMARY BY OBJECTS:</u>	
Salaries and Wages	\$ 5,981,687
Travel	674,845
Transportation	4,960
Communications	41,515
Rents and Utilities	2,512
Printing	43,200
Contractual	67,919
Supplies and Materials	104,489
Equipment	<u>53,104</u>
TOTAL	\$ 6,976,231
<u>I. STATE ADMINISTRATION</u>	
101 Salaries - EPA	\$ 139,035
102 Salaries - SPA	80,617
103 Temporary Labor	2,500
104 Travel Expense	11,000
105 Transportation	60
106 Communications	9,800
107 Rents and Utilities	1,600
109 Contractual Services	51,525
110 Supplies and Materials	4,600
111 Equipment	<u>8,000</u>
TOTAL STATE ADMINISTRATION	\$ 308,737

<u>ITEM</u>	<u>OPERATING BUDGET</u>
<b>II. <u>STATE PROGRAMS AND SUPPORT - Subject Matter</u></b>	
201 Salaries - EPA	\$ 1,325,166
202 Salaries - SPA	196,031
203 Temporary Labor	18,285
204 Travel Expense	108,324
205 Transportation	400
206 Communications	20,365
209 Contractual Services	9,807
210 Supplies and Materials	27,557
211 Equipment	<u>19,408</u>
TOTAL STATE PROGRAMS AND SUPPORT - Subj. Matter	\$ 1,727,343
<b>III. <u>STATE PROGRAMS AND SUPPORT - Information</u></b>	
301 Salaries - EPA	\$ 73,183
302 Salaries - SPA	61,452
303 Temporary Labor	1,000
304 Travel Expense	3,200
305 Transportation	4,500
306 Communications	5,000
307 Rents and Utilities	70
308 Printing	43,200
309 Contractual Services	1,500
310 Supplies and Materials	39,500
311 Equipment	<u>200</u>
TOTAL STATE PROGRAMS AND SUPPORT - Information	\$ 232,805
<b>IV. <u>COUNTY SUPERVISION</u></b>	
401 Salaries - EPA	\$ 290,460
402 Salaries - SPA	45,025
403 Temporary Labor	600
404 Travel Expense	35,850
406 Communications	6,350
407 Rents and Utilities	842
409 Contractual Services	400
410 Supplies	11,600
411 Equipment	<u>4,800</u>
TOTAL COUNTY SUPERVISION	\$ 395,927
<b>V. <u>COUNTY PROGRAM OPERATION</u></b>	
501 Salaries - EPA	\$ 3,133,552
502 Salaries - SPA	429,232
504 Travel Expense	<u>516,471</u>
TOTAL COUNTY PROGRAM OPERATION	\$ 4,079,255



<u>ITEM</u>	<u>OPERATING BUDGET</u>
<b>VI. <u>STATE CAR ACCOUNT</u></b>	
609 Contractual	\$ 4,687
610 Supplies	23,232
611 Equipment	<u>20,696</u>
TOTAL STATE CAR ACCOUNT	\$ 48,615
<b>VII. <u>MERIT SALARY INCREMENTS</u></b>	
701 Merit Salary Increments	\$ 15,000
<b>VIII. <u>SALARY INCREASES:</u></b>	
801 Salary Increases, EPA	\$ 125,458
802 Salary Increases, County Clerks	<u>43,091</u>
TOTAL SALARY INCREASES	\$ 168,549
TOTAL REQUIREMENTS	\$ 6,976,231
<b>LESS: ESTIMATED RECEIPTS:</b>	
1. Federal Funds	\$ 3,269,427
2. Agricultural Foundation Funds	--
3. Dairy Foundation Funds	--
4. Textile Funds	9,400
5. TVA Funds	41,888
6. Dairy Records Processing	6,000
7. Indian Affairs Funds	19,140
8. Kellogg Project Funds	--
9. Sale of Equipment	200
10. Foreign Aid Fund	--
11. Kellogg Agricultural Adjustment	9,832
12. Agricultural Marketing Service	<u>4,250</u>
TOTAL ESTIMATED RECEIPTS	\$ 3,360,137
GENERAL FUND APPROPRIATION	<u>3,616,094</u>
TOTAL REQUIREMENTS	\$ 6,976,231



C. Personnel Management

Recruiting Program: The recruiting program for qualified personnel which was developed last year is being expanded to provide prospective employees with a better understanding of the opportunities for employment in the Agricultural Extension Service. These areas of expansion will include the following:

1. Development of slides and narrative talks which may be used by members of the Extension staff in explaining to individual students, student advisors, department heads, and other groups the purposes, objectives, and employment opportunities in the Agricultural Extension Service.
2. Development of a recruiting brochure to supplement materials developed during the past year is planned. This brochure will be made available to juniors and seniors in agriculture and home economics at institutions where recruiting is conducted.
3. Development of a program especially oriented to student advisors and department heads in an effort to better acquaint them with the opportunity in Agricultural Extension so that they may advise students relative to employment opportunities. Expansion of recruiting efforts to institutions where contacts have not been made in the past. Last year recruiting for agricultural graduates was done at three institutions outside of North Carolina.
4. Evaluation of present recruiting programs in an effort to improve recruiting procedures and techniques.

Orientation Program: An orientation program for new employees was developed on an "experimental basis" during the past year.

Because of the success realized, the program will be conducted for each new employee during the first quarter of his or her employment. The program is designed to provide the new employee with the opportunity to visit with the Extension Administration, School of Agriculture Administration, Department Heads, and Extension Specialists; thus acquainting them with the internal workings and functions of the above-mentioned segments of our organization. Also, this will provide the Extension Administration an opportunity to become better acquainted with its employees.

It is felt that this type of program will provide an atmosphere for developing a more desirable relationship between the employee and employer.

Titles for County Personnel: New titles and minimum qualification standards were developed during the past year for all county personnel. The qualification standards place emphasis on requirements for employing new personnel, and for the promotion of personnel at different levels on the county staff. The new titles have been enthusiastically received by the county staff members. These titles are as follows:

- County Extension Chairman
- Agricultural Extension Agent
- Associate Agricultural Extension Agent
- Assistant Agricultural Extension Agent
- Home Economics Extension Agent
- Associate Home Economics Extension Agent
- Assistant Home Economics Extension Agent

In conjunction with the titles and qualification standards, salary ranges for each category will be established.

Appraisal Program: For an organization such as the Agricultural Extension Service in North Carolina, we are convinced that a personnel

appraisal program can provide valuable assistance in providing a more effective program for promotions, training, salary adjustments, professional improvement, and personnel counseling. For this reason an appraisal program is being developed for Extension employees.

Training Program for Non-Professional Personnel: The North Carolina Agricultural Extension Service has approximately three hundred (300) secretaries performing the clerical duties for professional staff members. These secretaries have varying levels of understanding about the Extension Service, and about the duties they are expected to perform. A secretarial training program is being developed to provide training relative to these matters. Also, a portion of the program will be designed for the supervising agent. This portion will provide suggested techniques for effective selection, training, supervision, and evaluation of the secretary.

D. Building Professional Competence

The Department of Adult Education is unique in that it became in February 1966 an integral part of the Cooperative Extension Service of the College of Agriculture and Life Sciences and the School of Education. The Department program incorporates graduate programs leading to Masters and Doctors degrees in Adult Education and non-credit induction and in-service training for Extension workers. While the graduate courses of the Department are open to qualified students from outside the Cooperative Extension Service, the great majority come directly from the ranks of Extension and most of these are members of the North Carolina staff. The broadened base of the program provides opportunity for reciprocity of professional enrichment of experiences for Extension workers and other adult educators.

Induction and in-service training programs focus entirely on the needs for professional improvement of members of the North Carolina Extension staff of over 800 professional employees.

The Department's Main Thrust

A major thrust of the Department's program is to contribute to raising the level of competence of the entire Extension staff. To accomplish this objective it is necessary to continually assist supervisors in making an objective appraisal of training needs of each staff member under their supervision. This effort must be accompanied by continuous objective appraisal of the extension program and the opportunities afforded by the Department. Counsel and guidance will be provided staff members in planning a program of training tailored to the age, experience, responsibility

and promotability of each staff member. Cooperative Extension personnel, to attain a high possible level of professional competence, must continually strive to further strengthen their:

- A. Comprehension of emerging findings in the many fields of science, both in fields of technology and the social sciences.
- B. Knowledge and understanding of the background, philosophy, objectives and policies of the Cooperative Extension Service and of its parent institutions, the North Carolina State University and the United States Department of Agriculture.
- C. Competence in the application of the principles of learning and teaching, including:
  - a. Structure and dynamics of society
  - b. The human development process
  - c. Communications
- D. Proficiency in dealing with total resource development with particular emphasis on human resources.
- E. Understanding of the economic, psychological and social forces which create pockets of economic and social deprivation in the citizenry.
- F. Knowledge and understanding of the psychological, political, economic and social forces which bear on the governance of the Adult Education organization.
- G. Understanding of the principles of planning, executing and evaluating Extension programs.

#### The Department's Graduate Program

In addition to meeting the needs of the North Carolina Extension Service for non-credit professional improvement for its members, the Department offers programs leading to advanced degrees in Adult Education. The Masters degree program has been operating for two years. A program leading to the Doctor of Education degree will be inaugurated in the coming year.



County Extension personnel are encouraged to avail themselves of opportunities to acquire a Masters degree. The program they select will depend upon Their individual program responsibilities and interest. Those having been promoted to County Chairmen or who show promise of executive ability and who have sufficient years of service before them are encouraged to incorporate courses in administration and supervision. Others, by virtue of their responsibilities in the Service, are counseled to pursue training in disciplines or fields related to their responsibility.

#### The Department's Program Has Wide Appeal

Experience to date indicates a wide interest in advanced training for people in or preparing for positions in many areas of Adult Education, such as: School Food Services, Community Colleges, Industrial Institutes, Basic Adult Education, voluntary organizations, such as YMCA and YWCA, Scouting, churches, etc., industry, business, government and institutions of higher learning. The interdisciplinary character of the Department's program provides a wide range of opportunity for the student to tailor his graduate experience to meet his particular need.

#### THE MAJOR COMPONENTS OF THE DEPARTMENT'S PROGRAM

The major components of the Department's program include: Pre-Service, Induction, In-Service and Graduate Training. Plans for each of these components are further discussed in the following sections:

##### PRE-SERVICE TRAINING

The changing job requirements in the Cooperative Extension Service necessitate careful and continuous scrutiny of the undergraduate curricula in which prospective Extension employees are enrolled. The present emphasis being given to program breadth and depth in the Cooperative Extension Service requires that prospective employees acquire considerable competence in a specialized field as well as a high level of proficiency in planning and directing programs of change. Too, the Cooperative Extension Service is

finding it increasingly difficult to compete with other organizations in recruiting college graduates for job opportunities in the Service. Some of this difficulty is associated with the low beginning salaries paid new Extension employees. However, there is reason to believe that many graduates are not too well acquainted with the career potential in the Extension Service.

These factors as well as others make it imperative that the Service continue to bolster its efforts in assisting resident staffs to strengthen pre-Service training programs for potential Extension employees.

In order to further improve this phase of the organization's professional improvement program the following activities are contemplated:

- I. The Department will initiate and conduct a series of conferences with relevant Department Heads at North Carolina State University, University of North Carolina at Greensboro, East Carolina College, Meredith College, A & T College, Appalachian State Teachers' College and Western Carolina College for the purpose of:
  - A. Discussing the competencies that prospective Extension workers need;
  - B. Reviewing Department programs to determine the extent to which present course offerings encompass the competencies outlined in (A) above;
  - C. Exploring means by which present programs might be modified or strengthened to better equip prospective Extension employees.
- II. Assistance will be given to resident staffs in Agriculture, Home Economics and Education on the Raleigh and Greensboro campuses in planning and possibly teaching at least one undergraduate course in Adult Education.

#### INDUCTION TRAINING

A recognized need in the North Carolina Extension Service is that of developing a coordinated, systematic approach for the training of new staff members. During the past year the newly established Induction Training committee, after

concentrated study, formulated the following recommendations to administration for induction training.

I. Orientation at the State Office

Within the first week of employment (assuming most employees are hired as of the first of the month), it is recommended that an orientation period at the state office be arranged for each new worker or a group of new workers. It is recommended that the District Agent assume responsibility in assisting the new worker to:

- A. Understand the history and scope of the Extension Service.
- B. Meet appropriate staff members in the state Extension office and departments of the University.
- C. Become acquainted with the physical resources and supporting services of the institution.
- D. Become acquainted with reporting systems in programming and travel expenses.

II. Participation in Formal Induction Training on the North Carolina State University Campus

- A. It is recommended that the North Carolina Agricultural Extension Service conduct one formal Induction Training meeting per year on an annual basis.
- B. All Extension workers employed during the calendar year should be required to participate in the Induction Training meeting.

III. Field Experience Under a Trainer Agent

- A. It is recommended that a pilot project be initiated to include the following:
  - 1. Upon employment, an agent should be provided field experience under the guidance of a trainer agent in a county in which he will not be permanently assigned. This experience would serve as an internship. The primary emphasis would be upon his acquiring competence as an Extension educator.

2. At least one to two trainer agents and counties should be designated as soon as possible.
  3. Trainer agents should be provided special training for their training responsibilities. Additional financial compensation should be provided trainer agents.
- B. Until such time as the foregoing is feasible and unless it proves desirable to adjust the recommendation, for the present the following recommendation is submitted:
1. Upon assignment of an agent to the county in which he is to be employed, the county chairman will develop with the agent and staff members in the county a plan for induction training experiences. The "Induction Training Guide for New County Extension Agents" should serve as a basis for the development of the plan.
  2. It is further recommended that training be provided County Chairmen in the purposes, scope, and guides in Induction Training. The training should encompass the state staff members', County Chairmen's, and other county staff members' roles and responsibilities in Induction Training.
  3. Initially, training conferences should be conducted with appropriate state staff members. The District Agents are expected to give leadership to all phases of the development of induction training.

#### IV. Other Induction Training Experiences

Within the Guide are suggested additional Induction Training experiences. As individual needs and circumstances warrant, these may be developed within the induction training period.

Based upon the foregoing recommendations, during 1966-67 the following activities will be undertaken:

- A. A formal induction training conference will be conducted on the North Carolina State University campus. All Extension workers having been employed since the last induction training meeting will participate.
- B. The finalizing of the new workers' handbook to serve as the basis for the induction training period for trainers and the trainee.
- C. Special training for the County Chairmen in the purposes, scope and guides in the development of a plan for a county staff's involvement in induction training and use of the "Induction Training Guide for New County Extension Agents."
- D. The involvement of the induction training committee in evaluating the effectiveness of the phases of the induction training program.

#### IN-SERVICE TRAINING

The continuing task of keeping Extension workers professionally equipped for their assigned program responsibilities is one of the most important challenges confronting the North Carolina Cooperative Extension Service. Problems faced by Extension workers in planning for and effecting a unified program of change demand a continuing appraisal of training needs for each person. Although an Extension worker may be well established on the job, there is a continuous need for new information on Agriculture and Home Economics subject matter, programming, teaching methods, leadership development, human and resource development, etc., if he is to perform to his maximum capacity.

The primary purpose of In-Service training is: (1) to fill in the gaps in previous preparation of each employee, (2) to develop knowledge, understanding and skills needed to effectively carry out his responsibilities in the Extension program and (3) to stimulate the continuous growth and development of Extension personnel.



The more specific objectives are the development of a higher level of knowledge and understanding and/or to improve skills in (1) the subject matter which the Extension worker is expected to teach and (2) Extension educational principles, processes and methods of procedure.

Proceeding under this concept, areas for program emphasis were determined for each county about three years ago, and the primary leadership responsibility for one or more of these areas for program emphasis was assigned to each county staff member. This provided a partial basis for determining the training needs of individual staff members.

In the last three years, several intensive In-Service training sessions have been conducted in a number of the different areas of program emphasis. These sessions were usually for a period of five days and were developed and conducted through the interdisciplinary approach involving Extension specialists, research and resident teaching personnel from the appropriate disciplines.

While this approach has been rather effective, it is now apparent that further refinements are needed because of certain changes in the organization at both the district and county levels and major activities which have recently been completed or are now in process. These activities include (1) the development of a long-time or five-year Extension program in each county and (2) the preparation of job descriptions (not completed but in process) for the entire professional staff.

Now that each county has a long-time county Extension program, which was recently developed through the cooperative effort of the County Extension staff and the County Extension Advisory committees, the areas for program emphasis in each county should be re-examined. Similarly, the primary responsibilities currently assigned to each staff member should be reviewed and perhaps redetermined for some, if not all, of the county staff members.

Through this process, the role expectations and primary responsibilities for each staff member would be more clearly identified and defined. An analysis

of each county program should be made in order to correctly identify the areas for program emphasis for the next three to five years. This should be followed by an analysis of the training and experience of each county staff member and an evaluation of their levels of competency in the various areas as a basis for assigning primary leadership responsibilities.

While it is recognized the determination of areas for program emphasis and assignment of primary responsibilities is a joint undertaking between the District Supervisors and county staff members, it is expected that members of this Department will advise with and assist the Supervisors in developing appropriate plans and procedures for this important task.

Another closely related activity which needs to be undertaken in conjunction with this task is that of helping each staff member (1) to fully understand the nature, scope and implications of their assigned responsibilities, (2) to determine the kinds and levels of competencies needed to effectively carry out these responsibilities, (3) to evaluate their present levels of competency and to identify additional training needed and (4) to develop a plan for their own professional improvement.

Two copies of the individual plans for professional improvement should be given to the County Extension Chairman. He would summarize these and then submit a copy of each individual plan together with a copy of the summary to his District Chairman and one summary to the Department of Adult Education.

A summary of this information would then be used as a basis for: (1) determining the number of staff members who have similar training needs, (2) initiating, organizing and preparing special training proposals, (3) assigning some degree of priority to the training proposals submitted by the various staff members and groups throughout the organization, (4) determining the extent or scope of In-Service training which might be needed and undertaken within a given period of time, (5) arriving at how the indicated training needs can best be met (for example, participation in selected formal academic courses for certain areas of need might be better than participation in a non-academic training session;

likewise, some needs might best be met through participation in special training sessions rather than formal courses) and (6) estimating funds needed for travel and subsistence.

During 1966-67 the following specific activities will be undertaken to further refine and strengthen the In-Service training phase of the program:

- A. Working with the Committee on In-service Training as it continues its study of ways and means for further refining and strengthening this phase of the training program and in making appropriate recommendations to the administration;
- B. Counseling with and assisting the District Supervisors in determining and developing plans and procedures for:
  1. Analyzing the long-time program statement in each county and determining areas for program emphasis.
  2. Analyzing and evaluating the prior training and levels of competency of each county staff member in relation to the present or probable leadership responsibilities which may be assigned to him, and
  3. Counseling with individual staff members relative to their training needs and assisting them in preparing a plan for their own professional improvement; and
- C. Counseling with and assisting various staff members and/or groups in thinking through and developing training proposals and with planning and conducting the training.

#### GRADUATE TRAINING

In recent years increasing emphasis has been given to graduate study for Extension Staff members and other adult educators representing the Community Colleges, State Food Services, Public Schools, Youth organizations, churches, etc. Recent studies reveal that there are more than 50,000 positions in the United States for full-time graduate trained adult educators. These studies show fewer than 500 persons presently hold the doctorate in Adult Education.

There is also a critical shortage of graduate trained Adult Educators in North Carolina. Nearly 25 percent of all Extension workers throughout the country have earned at least a Masters degree. In North Carolina slightly less than five percent hold degrees at the Masters and Doctorate levels. The situation is quite similar in other Adult Education organizations and agencies operating within the state.

During the past year a number of steps have been taken to remedy this situation in North Carolina. The establishment of the Department of Adult Education and its interdisciplinary program should provide Extension workers and other Adult Educators in the state greater opportunities for graduate study through the current Masters program and the proposed Doctorate program scheduled to be put into operation in 1966.

Tremendous strides have been made to promote graduate study in Adult Education. Plans are underway to provide Extension workers with opportunities to obtain leaves of absence to pursue graduate work and to obtain financial support while in graduate school.

Because of the geographic location of Extension workers and other Adult Educators in relation to the North Carolina State University campus, arrangements have been worked out for persons to take at least six semester credits of their graduate work on the campuses of approved institutions within their respective areas during the past year. Currently there are five institutions of higher learning in the State other than North Carolina State University teaching graduate level courses. These arrangements have increased the participation of Extension workers throughout the State in graduate study. Continued contact will be maintained with officials at the several institutions in order to resolve problems that arise and also to insure the scheduling and teaching of appropriate graduate level courses .

Plans are being developed to provide counseling with Extension workers regarding graduate study leading toward advanced degrees. The need for



counseling is especially acute since many staff members have taken graduate level courses that have not been degree-oriented. Hence, it is especially important that a concerted effort be made to help these persons develop organized courses of study leading to the acquisition of advanced degrees.

Members of the Department staff and supervisors will plan for more intensive counseling with Extension staff members concerning graduate study. This is especially important since they must plan with their supervisors concerning the development and approval of plans for graduate study.

During 1966-67 the following activities will be undertaken to further bolster and strengthen professional improvement programs of the North Carolina Cooperative Extension Service and related organizations:

- A. The newly established committee on graduate study will continue to give emphasis to:
  1. Studying the graduate needs of Extension staff members in North Carolina;
  2. Exploring the need for uniform policies concerning Extension workers' participating in graduate study and making appropriate recommendations to the Administrative staff;
  3. Considering and recommending means for evaluating the relative effectiveness of graduate programs for Extension staff members.
- B. Each institution of higher learning in the State that offers graduate work will again be visited to review graduate level courses being taught and the status of students' participation in these courses.
- C. Considerable effort will be devoted to counseling with members interested in pursuing graduate study and helping them outline a proposed course of study. Approximately 400 staff members will need to be given individual counseling during the next six to nine months.
- D. Several graduate courses in Adult Education will be taught by staff members in the Department of Adult Education during the 1966-67 academic year. These courses will be taught at hours that will make it



possible for Adult Educators both on and off campus to enroll in them. Other departments will be encouraged to continue to offer graduate courses at hours convenient for Extension staff members located on and off campus.

- E. The Departmental Staff will offer the following specialization courses in Adult Education during the coming year: (1) Principles of Adult Education; (2) The Programming Process in Adult Education; (3) Leadership Theory in Adult Education; (4) Adult Education: A General Survey and (5) Administrative Theory in Adult Education. In addition, a number of Foundation courses will be offered through the School of Education: (1) Historical Foundations of American Educational Thought; (2) Philosophy of Modern Education; (3) Basic Principles of Curriculum and Instruction; (4) Modern Theories of Education; (5) Educational Psychology and (6) Sociology of Education. These courses will be supplemented by courses drawn principally from the social and behavioral sciences as well as the physical sciences.
- F. The Department will plan and conduct three special seminars during the 1966-67 academic year. The first of these seminars will be concerned with Administrative Concepts in Adult Education and will be conducted during the Fall semester. The second seminar will be devoted to an analysis of Adult Education programs in North Carolina and will be offered during the Spring semester. The third seminar, to be conducted for a week in Washington will be devoted to a study of Administration in Government, with emphasis on the Federal Extension Service and its relationship to the other agencies of the United States Department of Agriculture, other departments of government and Land-Grant institutions.
- G. The Department will plan and conduct a special seminar for its students designed to acquaint them with graduate study and to assist them in the development of their research proposals. All of the full-time students

in the Department will be required to participate in this seminar.

- H. It is anticipated that forty fulltime students will enroll in the Department's program beginning with the 1966 Fall semester. Thirty of these will be pursuing the M.S. degree and ten, the doctoral degree in Adult Education. The Departmental Staff will serve as advisors to these students in developing their graduate programs and research.
- I. A special three-weeks graduate summer session in Adult Education will be conducted during the coming year by the Department. Approximately fifteen three-credit graduate level courses will be taught in the three-weeks' session. The courses will be drawn from the Behavioral and Social Sciences, Education and technical fields in Agriculture and Home Economics.
- J. In order to continue to strengthen the Department's graduate curriculum in Adult Education, continued attention will be given to the development of a role model of the County Extension Agent position. In developing the model a special attempt will be made to identify the behaviors that agents ideally ought to exhibit. Concurrent with the development of the role model, emphasis will continue to be given to an identification of relevant concepts that agents ought to master in order to perform to maximum efficiency. Seminars will continue to be held with staff members in other departments at North Carolina State University to further delineate relevant concepts and to explore means in helping agents master the concepts.
- K. Considerable attention will be given to the development and administration of a Doctorate of Education degree program with emphasis on Adult Education during the coming year. The Department will collaborate with Adult Educators in developing the new degree program. The need for this program is becoming increasingly acute at North Carolina State University and should be in operation by September 1966.

- L. The Department staff will devote considerable effort to exploring possible sources of and obtaining financial support for its graduate program in Adult Education. Approximately \$30-35,000 on an annual basis is needed to support the Department's Assistantship and Scholarship program.

#### TRAINING OF FOREIGN NATIONALS

A staff member of this Department has been designated by the Chancellor and the Dean of the School of Agriculture and Life Sciences to serve as the "official University contact officer" for foreign nationals programmed to the institution by AID, FAO and other governmental agencies and organizations. This involves receiving and processing the proposals; receiving and counseling with the individual foreign participants relative to personal, program and other problems; keeping appropriate records and preparing certain reports; and arranging for certain portions of their training programs.

In previous years the number of foreign participants has ranged from 150 to 275. Some have been here for short periods such as one to five days, others, from two weeks to four months, and others for a period of one to four years. There is no set pattern of participation from year to year; however, it is anticipated that the number of such visitors will approximate the number in prior years and that the time and effort required by the staff member for this responsibility, which is in addition to his other responsibilities, will be approximately the same as in previous years.

#### RESEARCH IN ADULT EDUCATION

Undergirding the field of Adult Education and the Extension profession and requisite to their further development is a sound continuing research program. New facts, theories, and principles are essential to further strengthen the effectiveness of Adult Education organizations and the Cooperative Extension Service. The continued success of Adult Education organizations in guiding social, economic, and cultural changes in today's society will depend to a large

measure upon the use of factual information as a basis for administrative and program decisions.

Much of the research will continue to be conducted by graduate students working under the direction of senior staff members. Among the areas in which research will continue in 1966-67 are the following:

- A. The Educational Needs and Interests of Adults in Rural North Carolina.
- B. A Comparative Analysis of Differential Effects of Learning Among Variable Age Groups of Adults.
- C. The Development of a Social Psychological Model for Clarifying Behavioral Changes in Adults.
- D. The Relationship of Selected Factors to North Carolina Adult Educators' Utilization of the Leadership Development Process.
- E. The Development of a Conceptual Model for the Identification and Classification of Voluntary Adult Education Leaders.
- F. The Consequences of Anomie on the Manifest Behavior at Different Educational Levels of Rural Negroes' Participation in Adult Education Programs.
- G. Criteria for Planning, Executing and Evaluating Adult Education Programs.
- H. An Analysis of the Behavior Dimensions of the Professional Adult Educators' Role and Their Implications for the Development of a Professional Improvement Program.
- I. A Study of Land-Grant Colleges Administrators' Perception of the Cooperative Extension Service.

Two research proposals have been prepared and presented to the Office of Economic Opportunity in Washington, D. C. Both proposals were focused on planning and conducting basic and applied Adult Education research among the culturally deprived element of the State's population. The OEO officials are especially interested in having a research program planned and conducted in



connection with its WAMY project in the State. The WAMY officials and the Department staff are currently developing areas in which research would be most productive in the evaluation of the program.

The National Institute of Health has expressed an interest in the Department's program both in terms of training and research in Adult Education. A meeting with Dr. Floyd Olum of NIT began initial exploration of the program and the facets.

The National 4-H Foundation has expressed an interest in having the Department plan and conduct a research project in rural 4-H Club work. Additional follow-up is planned in 1966.

The Peanut Growers' Association has expressed an interest in having the Department pursue research relating to the adoption of recommended peanut practices. A research project in this area is currently underway.

#### Research Seminar

One of the primary ingredients in a graduate student's experience is his growth and development achieved in planning and conducting research. To facilitate and guide the student's development of his research, the Department conducts weekly two-hour seminars. At the beginning of the semester the Departmental staff assumes a leadership role in developing the elements constituting a research project. The students subsequently develop and present their proposals of a research problem and the elements to be studied. Critiques by staff and students contribute to the further clarification and development of the proposed studies. The seminars have contributed substantially to the formulation of the students' research as well as the growth of the individual students in the presentation, analysis and judgment in research. These seminars will be continued in 1966-67.

E. Rural Civil Defense

1. Objectives

Major objectives of the North Carolina 1966-67 Rural Civil Defense program are:

- a. Educate, motivate and guide people to understand, plan for and insure survival of themselves, their livestock and their capacity to produce safe food during and after nuclear and natural disaster situations.
- b. Train and encourage county extension agents to plan and carry out an effective rural civil defense education and information program.
- c. Gain effective participation in the four North Carolina 4-H rural civil defense activities and programs as rapidly as possible in additional counties.
- d. Expand rural civil defense training with and through home demonstration county councils, leaders and clubs by added programs and more counties participating.
- e. Present a series of four county programs for organized community groups in certain counties to increase knowledge and encourage community plans and actions.
- f. Present a series of four county programs for leaders from all organizations, communities, and professions in certain counties to increase top leader knowledge, favorable rural civil defense influence and county planning and actions.
- g. Gain inclusion of appropriate rural civil defense information in regular programs of county extension agents.
- h. Encourage other organized groups to take active part in the rural civil defense education and information program.

- i. Gain some incorporation of appropriate rural civil defense information into programs of other extension specialists.
- j. Complete a set of slides and script on soils and crops after fallout.

## 2. Approaches

Three-hour staff training meetings for extension agents have been held in 90 of the 100 North Carolina counties during the past 1½ years. Additional program planning sessions have been held in many counties. During the coming year county staff training and planning conferences will be held as needed. Included in these conferences will be all or appropriate parts of the following:

- A. Special training in subject matter information and extension versus other agency responsibilities.
- B. Educational methods, procedures and techniques used in working with North Carolina pilot demonstration counties in 4-H, home demonstration, organized community and all leader training work on rural civil defense.
- C. Visuals available and how they can best be used.
- D. USDA defense board functions, responsibilities and needed actions.
- E. Suggested procedures for incorporating rural civil defense into the ongoing program of all agents.
- F. Explanation of use of materials including nine North Carolina developed nuclear disaster mimeographed items and eleven natural disaster fact sheets as well as a set of "You Can Survive Fact Sheets."

Concentrated work has been done with 24 pilot counties in connection with four 4-H rural civil defense activities. Work with eight more pilot counties is planned for 1966-67. Single programs have been given to 4-H county council groups in many additional counties to introduce these activities,

create interest and gain participation. Similar programs will be given in other counties during the coming year. 4-H activities include a rural civil defense demonstration contest, a rural civil defense for survival project contest, organized county workshops and a most outstanding county 4-H rural civil defense overall program contest. All N. C. 4-H members and counties are encouraged to take part. Where agents are interested in getting all these activities underway quickly and efficiently, they have served as pilot counties with an organized workshop group. The approach in pilot counties has been to give a detailed explanation of the 4-H activities at a county extension staff conference. A similar explanation is then given by leaders or agents at local club meetings and members are enrolled. A county rural civil defense workshop is then organized of those members enrolled and a series of 8 - 12 monthly meetings is held with them, their parents and leaders. The rural civil defense specialist presents the program at six of these meetings. The idea is to get the club members with common interest in rural civil defense to meet together to study, learn and work as a group. This serves to create interest, publicize the work being done and increase participation in all the 4-H rural civil defense activities. Programs presented at these workshop meetings include information on survival of people and family planning, protection and handling of livestock, protection of supplies of feed, food and water, fallout shelters and practical improvement in shielding for the family, emergency equipment and supplies, decontamination and handling of soils and crops after fallout and adjustment in farm enterprises after fallout. Programs are often given on radiological monitoring, first aid and how to prepare and present a 4-H rural civil defense demonstration. Tours of public and family fallout shelters are held and model fallout shelters building contests are conducted. Assignments are made in the 4-H rural civil defense



project record book at each meeting and discussed at the following meeting. Finally field exercises are conducted during which members draw up a family, livestock, soil and crops plan for a particular family and farm.

Several additional counties will be worked with this year in leadership training. The approach here is to give a series of three or more two-hour meetings to an overall leadership group. This has been tried recently in a few counties and was found to be very effective. Included in the invited group are 4-H, home demonstration and organized community leaders; school officials and teachers; health department, welfare, and police personnel; medical doctors, lawyers, civic club representatives and Farm Bureau and Grange representatives. This gives important training to the best key leadership people in the county who are then well informed, willing to support the rural civil defense educational program that is pursued by the county extension agents and who will encourage the people in their community and with whom they work to take full part and advantage of such programs.

Work with home demonstration clubs will be enlarged and expanded to as many additional counties as possible. Special training programs have been given to home demonstration leaders and home demonstration county councils in 17 counties. These same programs usually were then presented by the leaders in their respective home demonstration clubs. Charts, slides, skits, mimeographed family survival plans, livestock survival plans, bulletins and three different rural civil defense quizzes have been used in these meetings and provided for use in subsequent local home demonstration club meetings. It is felt that this work has been very effective and therefore should be enlarged during the coming year.

Several additional counties will be worked with this year on a series of four county educational meetings to be presented by the rural civil defense specialist to all organized community groups. The purpose here is to increase knowledge, and motivate community and county actions on preparedness.

A conference with all livestock specialists is planned at which time the rural civil defense specialist will present a program using the "Livestock During and After a Nuclear Attack Situation" slides which were developed during the past year.

The monthly survival newsletter will be continued and used to introduce new program ideas, visuals and printed materials as well as to give information and suggestions.

Continued use will be made of radio programs and special purpose letters and news articles.

A program and skit on rural civil defense will be offered at all 4-H camps this summer.

### 3. Allocation of Resources

Rural civil defense funds will be used to improve and increase visuals and informational material for use in rural civil defense educational programs.

A set of slides on management of soils and crops after fallout will be developed with script. It is hoped that a copy can be furnished to all counties.

Additions to and improvements in present slide sets and charts will be made as needed.

A set of slides and script on livestock survival is almost completed. It will be finished and reproduced for counties.

Work has been started on two sets of 19" x 24" charts which will be reproduced and a set furnished for each county. One set deals with survival of people and family planning. The other set deals with emergency equipment and supplies. Two other sets on livestock and soils and crops will be produced as soon as possible.

F. Major Areas of Program Emphasis

Extension is now in the process of developing a new five-year program for the purpose of increasing the agricultural income of the state including all segments and levels of the population. This program involves all of the Extension departments and their respective personnel working together in an inter-disciplinary and cross-disciplinary approach.

Educational Needs Expanding: People now live in new residential patterns. Their educational level is rising; values are changing; and the level of living is going up. Agricultural problems are no longer confined to the farm. Needs and opportunities for expanded educational services are growing out of such social and economic changes as the number of farms and farm people declines and modern farming becomes more complex.

The increasing number of urban, suburban and open country non-farm residents requesting services from extension presents a great challenge, as does the growing inter-dependency of agriculture, business and government.

Changes in the Making: The North Carolina Agricultural Extension Service is fully aware of the powerful forces just described. We are making rapid adjustments to help farm people achieve higher income goals. Some of the more important changes are:

1. Greater emphasis on income generating activities: With the low per capita income in North Carolina, we will strive to move income generating activities forward with special emphasis on higher crop yields and more efficient livestock production. We will seek and develop new sources of agricultural income. We will also work to improve farm



management and the use of farm records as guides to more efficient farm production and marketing. Development of an expanded food processing industry in North Carolina will be reflected in extension's activities.

2. More specialized and better trained personnel: Many counties, marketing areas or geographic areas will have agents working with particular aspects of farming, family living, youth development, or other special interests. State staffs will also have to specialize more than ever before.

Problem solving often requires many disciplines working together. Consequently, specialists will work in teams. These teams will teach in workshops or short courses of two or three days.

Extension agents will tailor specific programs to specific audiences. Subject matter specialists will be involved in program planning and program development at the county level. There will be closer relationships between research and extension. This means extension will need staff members who are better trained.

Regular training at the post-graduate level will be expected of virtually all extension workers. Training must also go beyond technical subject matter for the expanded job of adult education that we must be prepared to do. All staff members must have or must acquire, through in-service training, an appreciation of the basic principles of the social sciences, including sociology and psychology, so they may work more effectively with people. Training and retraining of extension workers will be absolutely necessary.

3. Organizational structure and functions adjusted to meet changing educational needs of people: New programs often cut across departmental

lines. They involve men, women, and young people in a single program, and they deal with a highly specialized clientele. Traditional administrative structures may not always be adequate to meet their needs. The N. C. Agricultural Extension Service will keep flexible and alert to emerging needs and adjust its programs accordingly.

Extension, in its awareness of persistent change, has initiated various programs to help rural people solve their adjustment problems. These programs include public affairs, community and area development, and farm and home development.

These growing administrative responsibilities may necessitate some reassignment of present personnel and other changes.

4. More emphasis on program planning, leadership and evaluation:

Stronger program planning procedures will strengthen every phase of the N. C. Agricultural Extension Service. The people to whom a program is directed will help plan it.

We will train and use more leaders in adult and youth programs. These leaders can serve as organization and, in some instances, subject-matter leaders.

We know lay people can handle these responsibilities adequately and we are proud of the opportunity to serve. The way in which our extension programs are planned and developed is, in itself, an educational process. Program planning can teach leadership, citizenship skills, and appreciation of both the scientific problem-solving process and of democratic group action. Extension staff members will pretrain as well as train these leaders for their jobs.

Leaders will be adequately informed as to their functions. Extension has a single function to perform--education for action. Such action will

be supported by facts derived from and directed at specific needs and problems.

The 'scatter shot' is of little use. Extension staff members will provide direction.

To meet these changes, Extension will develop more effective evaluation techniques for its programs. Only then will we be able to evaluate, adjust, and discard obsolete programs and adopt new ones as the needs for them are identified.

5. More emphasis on work with low-income families: Working with low-income families will be given major emphasis in all phases of the Extension program during the coming year through conferences, special training schools, supplying educational materials, etc. A real effort will be made to reach a greater percentage of the low income families in North Carolina.

Television programs will be especially aimed at this group through the facilities of WUNC-TV here on the University campus. Educational meetings and materials will be supplied to members of the low-income group through conducting young homemakers classes, work with the Welfare Department, working through community action programs sponsored by the Economic Opportunity Act, plus other educational endeavors. The subject matter areas to be covered will range from foods and nutrition to housing and house furnishings. Effective cooperative arrangements and relationships will be developed with community colleges as well as other agencies who are giving specific attention to the low-income segment of our population. The organization is already deeply involved in special activities with this group and a continuation with greater emphasis is projected for the coming year.