**Figure 1: Logic Model of Proposed Grant Work**

**Situation:** Equipping Educators to Address Producer Needs in Energy Education and Evaluation

- **Assessment of Priorities for Educators**
- **Dedication of staff time to assess existing materials**
- **Dedication of staff time to determine needs for new materials**
- **Assistance in developing energy education curriculum**
- **Financial investment of resources**

**Outputs**

- Professional curriculum designed for teaching energy to ag producers
- Training for 4 agents, 2 RC&D coordinators, and 3 conservation districts from each WSARE state
- Intranet tools for Extension educators to aid in answering energy questions and guiding evaluation of opportunities
- Packaging of existing materials into useable tools
- Development of new materials and resources
- Development of landowner-friendly tool-kits for evaluating energy questions
- Tool-kits, websites and materials for both Extension educators and producers to address emerging energy issues

**Activities**

- Increased training and educational outreach to agricultural producers
- Increased collaboration between educators – enabling expansion of education beyond training
- Producers and educators are able to more easily access unbiased research-based information
- Information is applied in evaluating energy decisions
- Evaluations indicate that information addresses producer needs

**Participation**

- Producers make informed decisions on energy issues
- Producers seek out trained educators when faced with emerging energy issues

**Inputs**

- Assessments of Priorities for Educators
- Dedication of staff time to assess existing materials
- Dedication of staff time to determine needs for new materials
- Assistance in developing energy education curriculum
- Financial investment of resources

**External Factors**

- Policy decisions may impact energy education priorities; rapid development of some commercial energy issues (large scale transmission) may shift educational needs; federal incentives in the climate change legislation may alter landscape

**Assumptions**

- Some materials are available, but are not tailored to production agriculture; materials must be designed to aid in decision making on sustainable practices; priorities and needs may shift due to policy or technological changes; materials and curriculum need to seek new methods of reaching target audience