

Agricultural Development in the American Pacific (ADAP) Project



YEAR 17 PLAN OF WORK

Period: September 1, 2004 – August 31, 2005

A publication of the Land Grant institutions of the Pacific: American Samoa Community College, College of Micronesia, Northern Marianas College, University of Guam, and the University of Hawaii, through the Agricultural Development in the American Pacific (ADAP) Project.

The ADAP Project is a research, extension and instructional program of the U.S. Department of Agriculture, Cooperative State Research, Education and Extension Service under Grant Number: 2004-38826-02201.

All or part of this publication may be reproduced for educational purposes. When doing so, please credit the Land Grant Institutions and the ADAP Project.

The ADAP Project is an equal opportunity employer. All services and information are available to anyone without regard to race, religion, handicap, sex, age, or national origin.

**ADAP PROJECT
YEAR 17
PLAN OF WORK**

September 1, 2004 – August 31, 2005

Table of Contents

| | |
|--|----|
| INTRODUCTION/COLLABORATION WITHIN THE PACIFIC LAND GRANT | i |
| STRATEGIC PLAN (2002-2007) | v |
| CONTINUING PROJECTS | |
| Development and Implementation of a Distance Diagnostics Program..... by Pacific Islands Distance Diagnostic and Recommendations System | 1 |
| Healthy Living in the Pacific Islands | 4 |
| CORE PROJECTS | |
| Management Services..... | 7 |
| Communications, Information and Publications Services (CIPS) Project..... | 10 |
| Enrichment Opportunity Project | 14 |
| ESCOP/ACOP Leadership Development Program..... | 17 |
| Human Resources & Capacity Building Project..... | 20 |
| CONCLUDING PROJECTS | |
| Articulation Efforts between the Five Pacific Land Grant Institutions..... | 23 |
| ADAP Distance Learning Paraveterinary Training | 26 |
| ADAP YEAR 17 BUDGET | |
| Overall Institution Budget Allocations..... | 29 |
| Budget Allocations by Project..... | 30 |
| American Samoa Community College | 31 |
| College of Micronesia | 32 |
| Northern Marianas College | 33 |
| University of Guam | 34 |
| University of Hawaii | 35 |
| APPENDIX A | |
| ADAP Capacity Building Financial Assistance and Scholarship Application | |

ADAP Project Summary Sheet

Project Title

Agricultural Development in the American Pacific (ADAP) Project

Grant Number

Year 17 Funding: USDA 2004-38826-02201

ADAP Board of Directors

Daniel Aga
American Samoa Community College

Singeru Singeo
College of Micronesia

Anthony Benavente
Northern Marianas College

Lee Yudin
University of Guam

Andrew Hashimoto
University of Hawaii

Program Monitor and Funding Agency

Dr. Louie Tupas
National Program Leader
Cooperative State Research, Education and Extension Service
United States Department of Agriculture
Natural Resources and Environment
1400 Independence Ave. SW
Washington, DC 20250-2210

ADAP Home Office

University of Hawaii
College of Tropical Agriculture and Human Resources
3050 Maile Way, Gilmore 112
Honolulu, Hawaii 96822
Phone: 808-956-8140
Fax: 808-956-6967
E-mail: adap@hawaii.edu
Web Page: www.adap.hawaii.edu/adap

INTRODUCTION

This Plan of Work represents our vision of the upcoming year. As the project reaches its 17th year of service, we continue to build on our accomplishments and to expand our services within the Pacific region. Our grant from the USDA/CSREES Federal Administration Grants Program is composed of a number of tasks under the umbrella of the Agricultural Development in the American Pacific (ADAP) project. ADAP is a unique project that began as a way to facilitate collaboration among the five Land Grant programs of the American Pacific. Collaborative project proposals involving and benefiting a minimum of two institutions were submitted to the Land Grant directors for selection and approval in January 2004. The approved projects or tasks make up the body of this grant.

Each newly approved ADAP task is described in the Plan of Work and includes goals, objectives, procedures, justification, literature review, current research, timetable, budget and personnel support. Continuing ADAP task descriptions include progress reports from the past year, problems and proposed solutions; and budgets for activities in the upcoming year. Background information regarding the ADAP institutions, the Pacific Island region and ADAP's strategic plan is included in this introduction to provide an understanding of the ADAP project.

A. ADAP INSTITUTIONS

The Agricultural Development in the American Pacific (ADAP) project is a coalition of the five Land Grant institutions in the American-affiliated Pacific Islands: American Samoa Community College, College of Micronesia, Northern Marianas College, University of Guam, and University of Hawaii. Each of these institutions receives USDA support for fulfilling its Land Grant mission of teaching, research and extension in agriculture.

American Samoa Community College (ASCC) serves the US territory of American Samoa. Its campus is located near Pago-Pago, on Tutuila. This two-year school offers certificates, Associate of Arts, Associate of Science, and Bachelor of Education degrees, in a program coordinated through the University Of Hawaii College Of Education. Last year, approximately 3,204 students were enrolled in the Spring, Summer and Fall 2003 semesters. Certificate and Associate of Science degrees are offered in agriculture with options in Agricultural Science, Natural Resource Management and Agricultural Business.

The Treaty among the governments of the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, signed on April 1, 1993 has made the **College of Micronesia (COM)** an independent public corporation of the three government entities. The College of Micronesia is comprised of the three main college campuses in each of the three nations and the four mini-campuses in the four FSM States of Kosrae, Pohnpei, Chuuk, and Yap. A three-member Board of Regents, one member representing each of the three respective governments, governs the COM. At the COM Central Office, an Executive Director, serves as the Resident Instruction (RI) Director, the Director of Cooperative Extension Service (CES), and the Director of the Agriculture Experiment Station (AES). COM has three main campuses: College of Micronesia – FSM (COM-FSM), located in Kolonia, Pohnpei; Palau Community College (PCC), located in Koror, Palau; and the College of the Marshall Islands (CMI), located in Majuro, Marshall Islands. Each is administered separately by a President and governed by a local Board of Regents/Trustee. Resident instruction enrollment is about 3,000 students for the Fall, Spring and Summer 2002 semesters, including both full-time and part-time students at the three main campuses and student taking courses at the four mini-campuses in the FSM. All three main campuses are offering Certificates of Achievement and Associate of Science and Associate of Arts degree programs.

Northern Marianas Islands is a Commonwealth State in association with the United States. The **Northern Marianas College (NMC)** is a two-year college with the main campus located on Saipan. Two smaller campuses are located on the islands of Rota and Tinian. NMC includes the School of Agriculture

and Life Sciences, and offers certificate programs in trades and construction; and Associate Degree programs in teaching and liberal arts. Last year, approximately 2,400 students enrolled in the Spring, Summer and Fall 2002 semester.

University of Guam (UOG) campus is located in Mangilao in the US territory of Guam. It serves the island of Guam and other islands in the Western Pacific region. The University has a faculty of nearly 200, an on-campus enrollment of 3,180 and more than 1,000 additional students in outreach programs throughout the region. The Colleges of Arts and Sciences, Education, Agriculture and Life Sciences, and Business and Public Administration offer baccalaureate and masters degrees.

The **University of Hawaii (UH)** state system has ten campuses on four islands, with approximately 50,000 students enrolled. It offers certificates, Associate, Bachelor, Masters and Doctoral degrees. The main campus, at Manoa in Honolulu, serves 20,000 students, of which the College of Tropical Agriculture and Human Resources provides approximately 670 students and 220 faculty members.

B. PACIFIC ISLAND REGION

The American-affiliated Pacific Island region spans an area larger than that of the continental United States. Relatively sparse and culturally diverse populations characterize the region. The economies are based primarily on year-round small-scale agriculture. Population centers are few and widely-dispersed, resulting in pocket markets and transportation difficulties for agricultural products. Western-style development has severely disrupted traditional community structure. The region is currently struggling with rapid social change. Within this dynamic context, the Land Grant institutions are working together with individuals, families and communities to strengthen island agriculture and community heritage through informed decision-making.

C. THE ADAP PROJECT

After several years of discussing common interests and problems, the five directors of the Land Grant institutions in the American-affiliated Pacific formally organized the ADAP Project in 1988, with the deans/directors of the Land Grant institutions serving as the board of directors. The purpose of ADAP is to strengthen existing Land Grant programs by sharing and focusing resources on priority areas of common concern and interest. These priority areas are often unique to the Pacific region, having to do with tropical/subtropical island agriculture and cultural practices. Because of the special natural and human resource base of the Pacific island agro-ecosystems, it is often not possible or appropriate to transfer results from temperate zone agricultural research, and materials for extension and teaching used by US mainland Land Grant programs. Applied research must be conducted in the region, and effective extension and teaching materials must be created that are culturally appropriate. This is particularly challenging to the ADAP institutions since three of them are relatively new, and have limited personnel and experience to address the range of problems confronting their clientele. The power of ADAP is in the ability to tap into faculty knowledge on 5 campuses.

The ADAP vision and mission was revised for the next five years (2002-2007) as a result of the second Strategic Planning process.

ADAP Vision: *ADAP enables sustainable environments, diverse economies, and strong communities.*

ADAP Mission: *ADAP advances the viability and security of Pacific Island agriculture and communities through collaborative programs that are culturally appropriate, socially acceptable and economically viable and environmentally sustainable.*

The new Strategic Plan 2002-2007 is on the following two pages. ADAP will continue to focus on projects that build cooperation within the 22 US countries in the Pacific, both US-affiliate and non-affiliate. Our continuing ParaVeterinary distance education program and our Pacific Islands Distance Diagnostics projects are two of these multi-country programs. The ADAP directors see the issue of longer-term food, health and nutrition in the region to be a top priority for our efforts as well. And as always, the only way to improve the teaching and science at an institution is to increase the abilities and competency of the Land Grant faculties, thus we continue with our faculty education programs.

COLLABORATIVE/SUB CONTRACTUAL AGREEMENTS WITHIN THE PACIFIC LAND GRANTS

The Agricultural Development in the American Pacific (ADAP) project is a collaborative project of the five Land Grant institutions in the American-affiliated Pacific Islands: American Samoa Community College, College of Micronesia, Northern Marianas College, University of Guam, and University of Hawaii. ADAP was formally organized after several years of discussion by the five directors of the Land Grant institutions regarding shared interests and problems within the region.

The ADAP project has become the primary means for the research, extension, and instruction programs of the Pacific Land Grant institutions to collaborate and cooperate in order to enhance their impact on agriculture and communities.

ADAP Vision: ADAP enables sustainable environments, diverse economies, and strong communities.

ADAP Mission: ADAP advances the viability and security of Pacific Island agriculture and communities through collaborative programs that are culturally appropriate, socially acceptable and economically viable and environmentally sustainable.

Issues addressed are often unique to the Pacific region, having to do with tropical/subtropical island agriculture and cultural practices. Because of the special natural and human resource base of the Pacific region, it is seldom appropriate to transfer results from temperate zone agriculture research or to use U.S. mainland materials for extension and teaching. Applied research must be done in the region, and effective extension and teaching materials created. This is particularly challenging since three of the Land Grant programs are relatively young, and all have limited personnel and experience to address the range of problems confronting their clientele.

The ADAP project provides a means for the institutions to strengthen existing Land Grant programs by sharing and focusing resources on priority areas of common concern and interest. Since many of the problems, issues, and challenges are common to the various entities in the region, it is more efficient to address them on a regionally coordinated basis. Solving one problem in one part of the region offers full or nearly full solutions to other parts of the region.

THE ADAP ORGANIZATION

Directors

The directors of the five Pacific Land Grant programs serve as the board of directors of the ADAP Project. As a group, they make decisions on policy, program direction, and budgeting for ADAP. Directors communicate regularly with the ADAP home office and each other throughout the year. Directors, coordinators and the project manager meet as a group in January/February and June/July for formal business meetings. Supplemental directors' meetings are called via satellite, if needed. Each director authorizes the ADAP activities in his/her institution. As with other Land Grant activities, each

director is responsible for administrative arrangements within his/her institution, which are necessary to support the implementation and management of ADAP-sponsored programs.

ADAP Program Manager and Coordinators

The ADAP Program manager provides overall coordination and implementation of activities that are described in the ADAP Plan of Work and also additional tasks given by the directors. An ADAP coordinator at each institution assists the Land Grant director with the management and coordination of ADAP activities. The coordinator serves as the primary contact at his/her institution for the project manager, other coordinators, and investigators and cooperators for that institution. The coordinator and director establish protocols and make arrangements so that both are kept informed on ADAP matters. Coordinators communicate regularly with the ADAP home office for project administration and to coordinate activities.

The coordinators monitor and facilitate the activities of the PIs and cooperators. He/she helps PIs and cooperators understand how to access and use resources available through ADAP (information, communication networks, fiscal resources, etc.), and their responsibilities to ADAP.

Principal Investigators and Cooperators

PIs and cooperators are Land Grant staff and other professionals in the region who implement the tasks funded by ADAP. A cooperator is responsible for carrying out and coordinating work within his/her own institution, and coordinating that with the project PI and other cooperators. Each Land Grant program participating in a project must have at least one designated cooperator.

PIs and cooperators work closely with the ADAP coordinator and director to plan, implement, evaluate and document the ADAP activities.

ADAP Home Office

The ADAP home office, located at the College of Tropical Agriculture and Human Resources at the University of Hawaii at Manoa, is responsible for organizing and providing overall support services to ADAP. The home office maintains a fiscal accounting system; assists investigators, cooperators and directors, with procurement, travel, communication, program planning and organization, as needed. Office staff also prepares technical and administrative reports, coordinates directors' meetings, and prepares and distributes the call for proposals, fiscal and other reports as required.

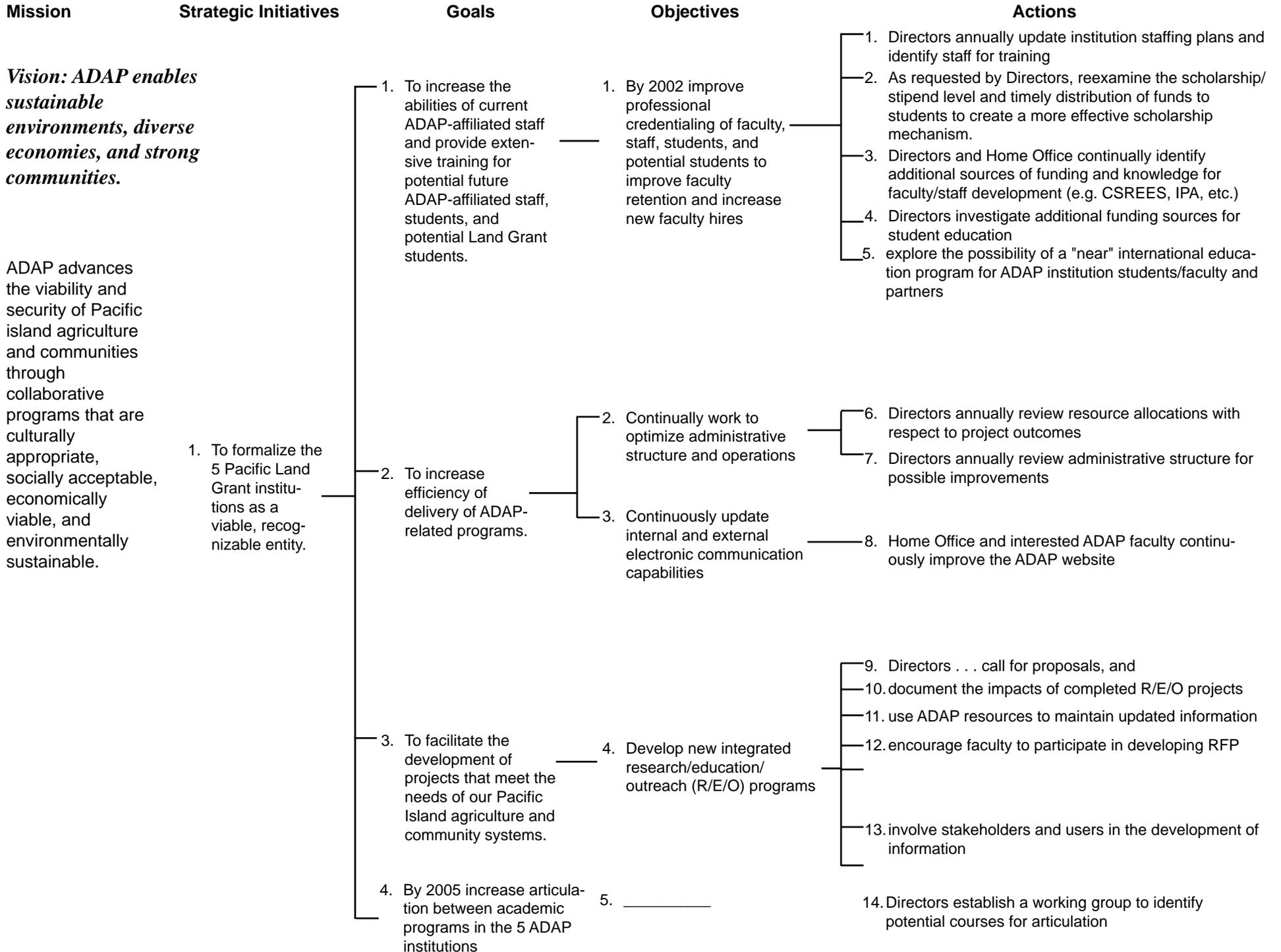
Research Corporation of the University of Hawaii (RCUH)

RCUH is the entity that provides administrative services for the UH for extramurally funded projects such as the ADAP project. The ADAP grant is "service-ordered" to RCUH, who acts as the agent to disburse funds and as a contracting party. RCUH enters into sub-grant agreements with the ADAP institutions (ASCC, COM, NMC, and UOG) as a way to extend credit to them and process reimbursement checks upon receiving invoices. Each year, the sub-grant agreements with each institution are revised to account for a change in funding according to the new or revised ADAP plan of work.

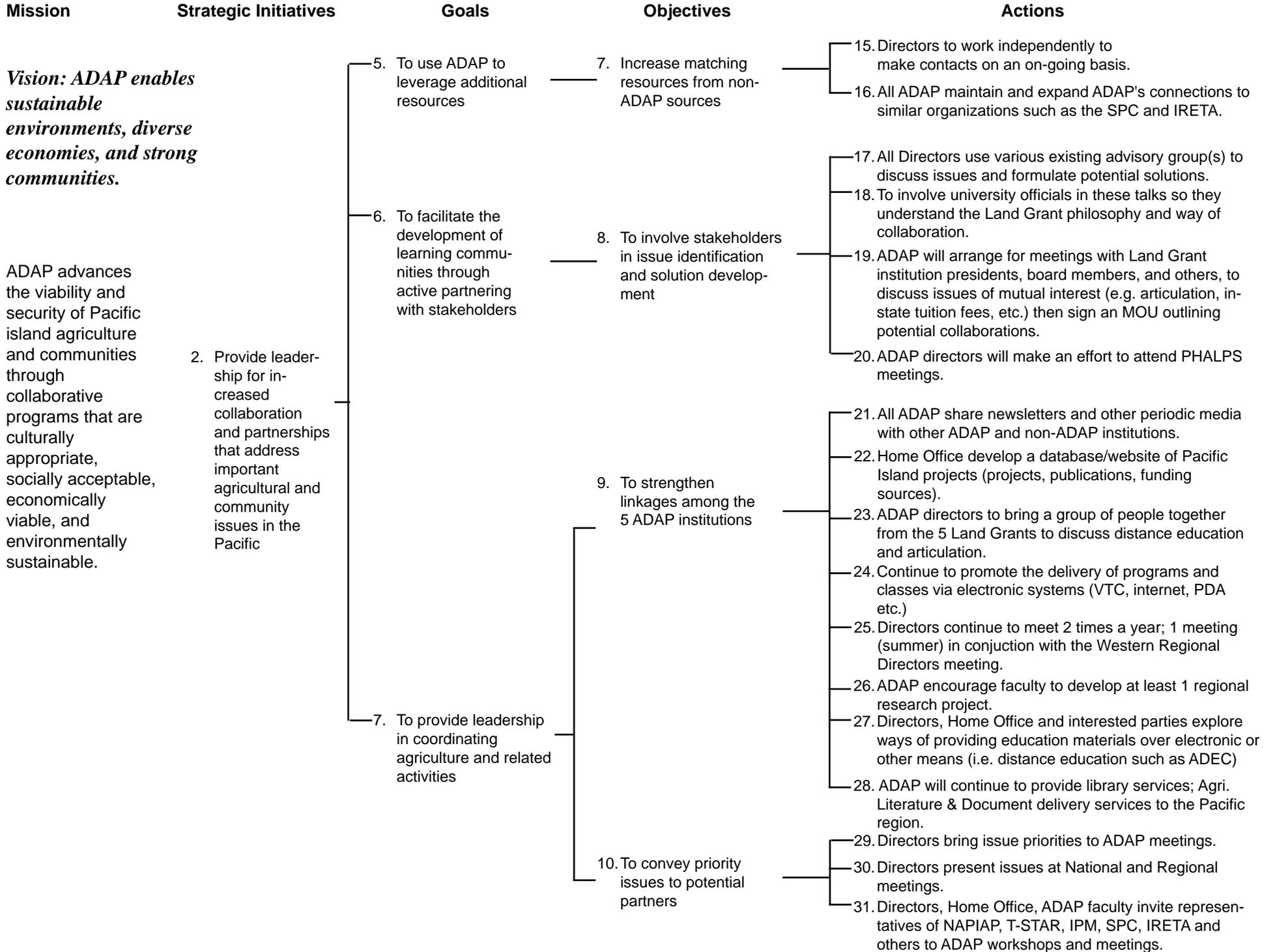
1. Responsibilities

- a. RCUH is responsible for providing administrative services for the ADAP project. As the contracting party for the ADAP sub-grants, they process and disburse reimbursement checks to the ADAP institutions and ensure that proper documentation is available.**
- b. RCUH also handles the personnel and staffing for the ADAP project Home Office at UH. The Home Office staff is hired as RCUH employees.

Agricultural Development in the American Pacific Strategic Plan 2002-2007



Page 2. – Agricultural Development in the American Pacific Strategic Plan 2002-2007





**ADAP
YEAR 17 PROJECTS**

plant diseases and pests dramatically, and has had many additional impacts such as empowering extension agents to perform many diagnostic tasks themselves, and increasing their credibility with the clients they serve. The University of Georgia has expanded their service to a number of other states (e.g. Illinois, Texas) with similar success. This system may be used for the diagnosis of insect pests, plant diseases, livestock problems, agronomic problems, weed identification and many other options.

The opportunity exists to develop and implement a collaborative diagnostics and recommendation system for the Pacific Islands (see <http://www.dddi.org/pacific/>). The Pacific Islands Distance Diagnostics and Recommendation System (PIDDRS) has the potential to contribute significantly to improving diagnostic services throughout the Pacific, as well as providing a database system for predicting the movement of invasive organisms, training staff in isolated locations, and building the capacity of local agricultural personnel.

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

During this period, the Distance Diagnostics database with the University of Georgia was refined, to address specific needs for the Pacific. These improvements included a recommendation database, GIS tracking abilities and specific commodity/diagnostician lists. Additionally, preliminary submission capability for weed, plant disease, and plant disorder submissions were incorporated. Computers, digital cameras and microscopes were purchased and distributed to Land Grant facilities in Hawai'i, Guam, Marshall Islands, Rota, Pohnpei and Palau. Julianna Yalamar provided preliminary training in initial setup and use of the system to users in Guam, Palau and Pohnpei.

Additional informational and instructional presentations were made during meetings

of the Sustainable Agriculture project, the NREM department, the 2003 CTAHR extension conference, and at the January 2004 meeting of the Western Plant Diagnostics Network (UC Davis). Presentations were also made during various University of Hawaii graduate and undergraduate courses.

Increased interest in the use of digital systems for rapid communication, diagnoses and recommendations in the context of agricultural security prompted the expansion of PIDDRS to accommodate samples of extremely sensitive nature.

On-site training offered by University of Georgia took place on March 1 and 2, 2004. County Extension Agents from each of the main Hawaiian Islands attended the workshop.

A training session for agricultural security issues, combined with PIDDRS use is planned for June 2004. This will entail bringing PIDDRS collaborators from the various Islands to Oahu for training (to be funded by WPDN project).

ESTIMATED IMPACT OF THE PROJECT TO DATE

Considerable impact has been made since the inception of the PIDDRS project. The original Georgia system has been modified to accommodate the needs of users in the Pacific, with a number of unique attributes having been added to the system. Equipment has been distributed to each of the collaborators, and training has been provided in three locations. Initial feedback from users has been positive, but further training is required. A total of 49 users are currently registered on the system, and we expect this to expand shortly. At least 15 new diagnosticians have offered to provide their services for weed, forestry, plant disease, plant disorder and household pest submissions. We anticipate that sample submission rates will increase dramatically following the training sessions planned for 2004.

A potentially very significant impact of the project is the contribution to agricultural security for biological agent detection and diagnosis. PIDDRS is already considered to be a leading development in the Western Region in this regard. Additionally, the PIDDRS will have a significant impact in identifying invasive plant and insect species, which can have devastating effects on local agricultural products and island economies.

PROPOSED ACTIVITIES FOR YEAR 17

During the next year, we will continue preparation of a collection of digital images of insects in the University of Hawai'i Insect

Museum, and upload these images to Pacific Media (digital image archive for PIDDRS). We also plan to expand our recommendations database to include pictures, descriptions and treatments for the causes of common tropical plant diseases. Treatments will include traditional Pacific Island treatments, environmentally-friendly treatments, and widely-used, commercial crop treatments.

Equipment and training will be provided to two additional Pacific islands Yap and Tinian.

DISTANCE DIAGNOSTICS BUDGET

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------|------------|----------------|----------------|------------|----------------|-----------------|
| Salary | | | | | | \$0 |
| Fringe | | | | | | \$0 |
| Equipment | | | | | | \$0 |
| Supplies | | \$9,830 | \$9,830 | | | \$19,660 |
| Travel Domestic | | | | | \$5,340 | \$5,340 |
| Travel Foreign | | | | | | \$0 |
| Publication | | | | | | \$0 |
| Other Costs | | | | | | \$0 |
| Pending | | | | | | \$0 |
| Indirect Costs | | | | | | \$0 |
| TOTAL: | \$0 | \$9,830 | \$9,830 | \$0 | \$5,340 | \$25,000 |

| | |
|--------------------------|---|
| Name of Project | Healthy Living in the Pacific Islands |
| Project Status | Multi-year; Continuing Project |
| Principal Investigator | Dr. Rachel Novotny (University of Hawai'i) |
| Project Administrator | Nicola Davison (University of Hawai'i) |
| Co-PI's | Ansina Kony (College of Micronesia-FSM/Chuuk, Cooperative Research & Extension), Julia Alfred (Ministry of Health and Environment, Majuro, RMI), Josepha Tutii (Palau Community College, Cooperative Research & Extension) Margaret Tudela (Northern Marianas College, CNMI Cooperative Research, Extension & Education Service), Peter Barcinas (University of Guam, College of Agriculture & Life Sciences), Eric Enos (Learning Center at Ka'ala Farms). |
| Cooperators | J. Peter Roberto (University of Guam), Randall Workman (University of Guam), Rachael T. Leon Guerrero (University of Guam), Roland Quitugua (University of Guam), Wendy Snowdon (Secretariat of the Pacific Community-Lifestyle Health Section) |
| Funding Amount Requested | \$25,000 |

PROBLEM STATEMENT AND POTENTIAL SOLUTION

The Healthy Living in the Pacific Islands (HLPI) project strives to balance the universal values of our common Pacific Islander ancestors with modern influences. When an imbalance occurs, we see increased mortality, excess health care costs to treat disease, increased non-communicable diseases (chronic diseases), poor living conditions and a decrease in food security. These problems are expressed in individuals but must be solved by working with communities and societies. In spite of the efforts of a variety of government and community-based programs to address these problems, many of them are worsening. Our strategy is to increase collaboration and community-based strategic planning to better utilize scarce resources and promote self-sufficiency. The goal of HLPI is to create healthy people living in healthy communities. Our objectives are to 1) increase self-sufficiency 2) collaborate with stakeholders 3) build local capacity and 4) transfer knowledge. We view this as a long-term initiative, no shorter than five years, seeking long-term sustainable change.

As a result of the Planning Meeting in Aug 2002 the objectives of HLPI were revised by the PI/Co-PI group as follows:

Three main objectives.

1. To increase production and consumption of healthy locally-produced food
2. To increase knowledge about health and nutrition
3. To increase physical activity

With the following strategies used initially to promote these objectives:

1. Health Communication
2. Community-based intervention and facilitation
3. Institutional/Food System/Health

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

The progress of each HLPI site includes (1) nutritional assessment training, (2) physical activity training to school teachers, (3) needs assessment surveys in target communities, and (4) vegetable gardening and taro planting activities.

As part of a team with Centers for Disease Control and Prevention (CDC) and Center

for Disaster and Humanitarian Assistance Medicine (CDHAM) at the Uniformed Services University of the Health Sciences (USUHS), Bethesda, MD, the project secured funding and assistance to conduct nutritional assessment surveys in American Samoa FY2002. CDC's Office of the Associate Director for Minority Health provided \$70,000. CDHAM provided in-kind matching funds for staff support. HLPI will receive \$10,000 directly plus travel expenses for three team members to travel to survey sites for data collection. One of the program objectives is to build the local capacity and transfer skills, local counterparts will be trained to use anthropometric tools, to collect accurate data and interpret results.

Funding for these efforts have also been received from:

- Hawai'i Department of Health (year 1 funding \$383,000)
- USDA/Integrated NRI: HLPI- Healthy Pacific Child Program (HPCP)- (funded for 4 years, \$1 million)

The Nutritional Assessment in American Samoa, involving ADAP HLPI, USUHS and CDC was completed during the period from June 9 to 30, 2003. The results were presented at the Experimental Biology conference held in Washington D.C. in April 2004 and the abstract will be published in the proceedings. HLPI Annual meeting is scheduled for June 24-26, 2004 in Guam.

ESTIMATED IMPACT OF THE PROJECT TO DATE

The HLPI project is focusing on increasing production and consumption of healthy locally produced food, increasing knowledge about health and nutrition and increasing physical activity. It is anticipated that a successful implementation of this program will result in greater local capacity to monitor and evaluate the food and nutritional status of the island populations. Other project activities will provide the local populations

with more information to enable them to make healthy lifestyle choices. The initial ADAP funds were used to leverage funding from CDC and USUHS, and the previous work of HLPI was a key part of the successful application to USDA for NRI funding, which will sustain the project from 2004-2008.

PROPOSED ACTIVITIES FOR YEAR 17

During Year 17, we aim to focus on two key activities: follow up to nutritional assessment work, and staff professional development

Following the work done on nutritional assessment in the ADAP sites, the information needs to be more widely distributed and communicated to various sectors of the community. We plan to fund visits to 2 ADAP island sites by HLPI personnel in order to make presentations to community leaders/legislators, healthcare professionals, educators, and communities members. Additionally, simple written materials will be prepared for distribution to the community, which will communicate the key points of the assessment findings. A focus group format will be used to collect feedback from the groups. By sharing the information collected by the HLPI project, the island communities will become more aware of the problems associated with sub-optimal nutrition in their children, offering an opportunity to make changes at many levels (legislative, institutional, community and individual). The focus groups will allow HLPI to gather feedback which will assist in the development of targeted project activities and program planning in the future.

In our efforts to increase staff development, awards of up to \$1,000 each will be available to HLPI co-PI's for staff development and capacity building. Co-PI's may choose to attend courses from accredited sources to upgrade their skills (e.g. computer courses: Excel and Access Database skills will assist in survey data input and project management; courses in

Adobe PageMaker, Acrobat, Photoshop, Microsoft PowerPoint will enable staff to prepare educational materials to enhance communication with the community and clientele). Training in these areas will reduce time-consuming procedures of manually preparing information and enable staff to be more efficient in presenting their data. Alternatively, with group consensus, a joint training may be planned for everyone, to coincide with the HLPI annual meeting. It

is envisaged that this training would be in areas such as computer skills, professional/management development. These skills, while not directly related to HLPI goals and objectives, will enable HLPI Co-PI's to more effectively and efficiently carry out HLPI project activities. This will address our goal of capacity building within the institution and region, for longer term project sustainability.

HEALTHY LIVING IN THE PACIFIC ISLANDS BUDGET

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|
| Salary | | | | | \$3,932 | \$3,932 |
| Fringe | | | | | \$1,298 | \$1,298 |
| Equipment | | | | | | \$0 |
| Supplies | | | | | \$230 | \$230 |
| Travel Domestic | | | | | \$8,040 | \$8,040 |
| Travel Foreign | | | | | | \$0 |
| Publication | | | | | \$1,500 | \$1,500 |
| Other Costs | \$2,500 | \$3,000 | \$2,500 | \$1,000 | \$1,000 | \$10,000 |
| Pending | | | | | | \$0 |
| Indirect Costs | | | | | | |
| TOTAL: | \$2,500 | \$3,000 | \$2,500 | \$1,000 | \$16,000 | \$25,000 |

| Name of Project | Management Services |
|------------------------|---|
| Project Status | Core Project |
| Home Office Staff | James Hollyer (Project Manager), Vanessa Troegner (Project Coordinator), Dennis Miyahara (Educational Specialist) |
| Regional Coordinators | Eseta Sua-Kalio (ASCC), Robert Jackson (COM), Esther Kapileo (NMC), Annie Santos (UOG) |
| Funding Amount | \$213,536 |

PROBLEM STATEMENT AND POTENTIAL SOLUTION

Administrative services and program support are essential for planning and implementing ADAP activities for the five Land Grant institutions to collaborate on research, extension and training activities. Management Services is the primary means of collaboration for the ADAP Project.

Management Services includes the home office staff (project manager, coordinator and educational specialist) based at the University of Hawai'i and the regional coordinators from each ADAP institution. The home office is responsible for organizing, planning, coordinating and providing overall support services for the ADAP project. They administer the USDA grant through the Research Corporation of the University of Hawai'i (RCUH). Funds are allocated to the ADAP institutions in accordance with the plans of work, but distributed on a cost reimbursement basis. The home office maintains a fiscal system consistent with the needs of participating institutions, RCUH and USDA. They also prepare technical and administrative reports that promote the functions and accomplishments of ADAP. The home office oversees the functions of the Communication, Information, and Publication Service (CIPS). The regional coordinators are the link for the home office to communicate with the ADAP directors and project personnel throughout the region. They also provide support services

to the project principal investigators and cooperators.

Management services is responsible for organizing the semi-annual ADAP board of directors meetings, at which the ADAP directors, project manager and coordinators plan, organize and make policy decisions for the project. They also maintain collaborative ties with other agencies.

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

The Management Services team at the ADAP Offices at the American Samoa Community College, the College of Micronesia, the Northern Marianas College, and the University of Guam each consist of the ADAP Director, the ADAP Coordinator, and frequently an Assistant. Each of these individuals work together to administer the Core Projects, such as Human Resources & Capacity Building, Enrichment Opportunities, ESCOP/ACOP, and Communications, Information and Publications Services. Each of the Core Projects requires human resources management, fiscal management, procurement activities, and travel planning/reimbursement at the site level. An additional duty of the site ADAP Director is to track the progress of each of the new projects, such as Articulation, ParaVeterinary Training, and Healthy Living in the Pacific Islands. Site level management is especially necessary because of the distances involved, time zone differences, the complexity of some of

the projects, as well as the cultural diversity across the Pacific.

The Management Services team successfully completed the tasks of the past year: prepared request for reimbursements and progress reports for ADAP projects, assisted in facilitating the work of PIs and Cooperators of ADAP projects, assisted in the maintenance of existing electronic and Internet capabilities at the many college sites to ensure the most efficient administration of ADAP projects, purchased needed equipment and supplies, maintained the ADAP Equipment Inventory, maintained files for ADAP projects and expenditures, processed travel arrangements for ADAP staff to attend the ADAP Directors' semi-yearly meetings, provided salaries for ADAP Director, Coordinator and Assistant, and coordinated and provided assistance to ADAP supported training programs.

The additional tasks completed by the University of Hawaii Management Services team included maintaining a fiscal management system that is consistent with the needs of the participating institutions, RCUH, and USDA, maintaining the central ADAP website, soliciting funding, assisting the site level offices with large computer purchases, managing the grant funding through the University of Hawaii fiscal management services (FMIS) and the procurement system at the Research Corporation of the University of Hawaii (RCUH), contracting consultants, publishing a yearly "Plan of Work", and planning semi-yearly ADAP Board of Director's meetings.

WORKSHOPS, CONFERENCES, PUBLIC TALKS ON PROJECT

American Samoa Community College (ASCC)

Presented at the IRETA stakeholder's meeting in Samoa in fulfillment of the Memorandum of Understanding between ADAP, USP & SPC that was signed in 1999. Elaborated on the contents of the agreement where ADAP, USP & SPC

agreed to develop Paraveterinary training programs on animal health.

College of Micronesia (COM)

The ADAP website has been widely used as a source of information on ADAP projects and provided linkages to other agricultural programs.

Information has been provided directly to the institutions, faculty and staff, students, and other clientele through proper channels.

ESTIMATED IMPACT OF THE PROJECT TO DATE

American Samoa Community College (ASCC)

The management services team provided administrative support to all ASCC-ADAP projects. It also served as a linkage of information exchange between ASCC and the American Pacific Colleges & Universities.

College of Micronesia (COM)

The ADAP Management team is more responsive to the needs of faculty/staff, students, and other clientele. The ADAP project funding has been used to improve the college's relationships with the community and the government. Acting as both an ambassador and mentor, the ADAP project has made significant improvements to the Micronesian college system. Improvement in the communication infrastructures provided by the ADAP project at the colleges has greatly improved working relationship among all sectors of the Micronesian community.

University of Hawaii (UH)

The ADAP Home Office strives to provide efficient and timely service to our clients, faculty and staff members in return gain trust and respect which enables them to work even harder and enjoy what they're doing. There is a give and take action of positive attitude between the ADAP Home Office, clients, faculty and staff. The

philosophy of the project is to help each other through collaboration and sharing of resources. The ADAP Home Office fosters relationships and collaborative efforts between federal, state, and private agencies, both within Hawaii, across the nation, and across the Pacific region.

PROPOSED ACTIVITIES FOR THE YEAR 17

The Management Services team at the American Samoa Community College, the College of Micronesia, the Northern Marianas College, and the University of Guam will continue to delivery exemplary services to the clientele and staff of the institutions they serve. The team will continue to develop guidelines, technologies and educational materials for export to the communities they serve. Utilizing the Core project budgets, the Management Services teams at each institution will coordinate training services, administer scholarships, and plan meetings on important local issues, ie Scarlet Gourd disease in COM.

The Management Services team at the University of Hawaii will administer the USDA grant award for Year 16 in accordance with applicable laws and regulations and in compliance with USDA requirements. The UH team will also coordinate and maintain collaborative ties with organizations such as Secretariat of the

Pacific Community (SPC), International Research, Extension, and Training in Agriculture (IRETA), University of South Pacific (USP), Food and Agriculture Organization (FAO) and others. The UH Home Office will also complete all fiscal actions necessary to run the project, to include: assist PI's, Co-PI's and Cooperators with submission of progress, fiscal and inventory reports, maintain institution's sub-grant agreements for ADAP Years 15 and 16, prepare and complete closeout of ADAP Year 15 grant. The UH Home Office will also facilitate communications among the PIs, cooperators, directors, coordinators and others and coordinate semi-annual directors' meetings, and other related meetings, conferences and seminars. This includes developing meeting materials, establishing agenda items, setting meeting venues and travel arrangements, contacting guests and speakers, preparing presentations, hosting the event(s) and follow-up, etc.

The management services team will perform any and all acts necessary to fulfill the mission and goals of the project. As well as continue to monitor on-going ADAP activities and continue to strive toward achieving other goals and objectives of the Management Services project.

MANAGEMENT SERVICES BUDGET

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Salary | 8,000.00 | 8,000.00 | 8,000.00 | 8,000.00 | \$81,377 | \$113,377 |
| Fringe | 1,200.00 | 1,200.00 | 1,200.00 | 1,200.00 | \$18,494 | \$23,294 |
| Equipment | | | | | | |
| Supplies | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | \$815 | \$4,815 |
| Travel Domestic | 1,800.00 | 8,650.00 | 7,800.00 | 7,800.00 | \$5,050 | \$31,100 |
| Travel Foreign | | | | | \$2,460 | \$2,460 |
| Publication | | | | | \$300 | \$300 |
| Other Costs | 2,000.00 | 4,500.00 | 500.00 | 500.00 | \$2,100 | \$9,600 |
| Pending | | | | | \$0 | \$0 |
| Indirect Costs: | 2,500.00 | 0.00 | 2,500.00 | 2,500.00 | \$24,089 | \$31,589 |
| TOTAL: | 16,500.00 | 23,350.00 | 21,000.00 | 21,000.00 | \$134,686 | \$216,536 |
| Total w/out OH | 14,000.00 | 23,350.00 | 18,500.00 | 18,500.00 | \$110,597 | \$184,947 |

Name of Project: Communications, Information and Publications Services (CIPS)

Project Status: Core Project

Coordination Team: ADAP Project Manager and Coordinators, Eileen Herring (UH Hamilton Library), UOG Librarian

Cooperators: Pacific Human Res. Development Council, Kris Anderson (UH Hamilton Library/PRAISE), Secretariat of the Pacific Community

Funding Amount: \$63,190

PROBLEM STATEMENT AND POTENTIAL SOLUTION

The ADAP Communications, Information and Publications Service (CIPS) project was created to coordinate and address the information needs of the ADAP institutions, communities and clientele on a regional basis. This project will help provide and make accessible, appropriate information and materials that will benefit the American Pacific region and encourage economic and agricultural sustainability. As a result of more open and immediate access to information, duplication of work in the region will be reduced, leading to more efficient use of fiscal and human resources. The increased utilization of electronic communication capabilities can greatly reduce travel costs for various meetings, training, and workshops.

The CIPS project consists of 3 sections, Electronic Communication, Information, and Publication Services, with each section focusing on specific goals and objectives.

I. Communications (Electronic)

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

American Samoa Community College continued to provide an Internet connection to all CNR staff and faculty. At the College of Micronesia, the ADAP project continued to support the Internet connectivity of the

offices of the ADAP Director and Coordinator, Business Manager, and the Project Cooperators. The faculty and staff of each of the ADAP institutions continued to utilize the information retrieval service to obtain items from the UH Hamilton Library.

ESTIMATED IMPACT OF THE PROJECT TO DATE

American Samoa Community College

Due to the isolated islands of Tutuila, American Samoa from the rest of the world, researchers, extension agents, agricultural students and clients are fortunate to be connected to the world via Internet because of the support from the ADAP CIPS project. In recent years, having Internet access has become essential to performing the work of researchers, and extension agents to help accomplish the goals of ASCC-CNR and ADAP.

College of Micronesia

Being that the College of Micronesia has three campuses, and ADAP's Healthy Living in the Pacific Islands, is working with researchers at each campus, having Internet access has become essential. Internet access has had a positive impact on management and implementation of projects, and helped in reducing communication cost thru travel and through telephone and fax messages.

II. Information Services

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

American Samoa Community College

Researchers continue to use the UH Manoa library to conduct literature research to assist with their research projects in American Samoa.

University of Hawaii

Eileen Herring's sabbatical leave from her position at the University of Hawaii at Manoa Library finished at the end of July. During her sabbatical, she continued to provide library services to the ADAP institutions. Services for the period July through December, 2003, included 10 searches and 92 article copies for ADAP and allied institution personnel. These requests came from 10 different researchers from 6 Pacific islands. Ms. Herring spent 33.0 hours providing these services. In August, with the cooperation of the PRAISE Librarian, ADAP began delivering articles to researchers electronically using PRAISE's Ariel server and software. This service upgrade has been received very enthusiastically by the recipients and greatly reduces the time required for them to receive the information they have requested.

Ms. Herring completed initial development of our AgNIC Web site covering 12 traditional Pacific Island crops (<http://libweb.hawaii.edu/libdept/scitech/agnic/>). (The University of Hawaii at Manoa Library, with the support of the ADAP Project, became an official full partner in AgNIC earlier this year. AgNIC is a voluntary alliance of the National Agricultural Library (NAL), land-grant universities and other agricultural organizations, in cooperation with citizen groups and government agencies. AgNIC focuses on providing agricultural information in electronic format over the World Wide Web.)

In November, Ms. Herring gave a presentation at the Pacific Islands Association of Libraries and Archives (PIALA) Conference in Pohnpei introducing the new Web site. The Traditional Pacific Island Crops Web site is designed for use by residents of Pacific islands and it organizes and links electronic full text documents about these traditional Pacific island crops:

- * Bananas and Plantains (*Musa* sp.)
- * Betel Nut (*Areca catechu*)
- * Breadfruit (*Artocarpus altilis*)
- * Cassava (*Manihot esculenta*)
- * Coconut (*Cocos nucifera*)
- * Kava (*Piper methysticum*)
- * Noni (*Morinda citrifolia*)
- * Pandanus (*Pandanus* sp.)
- * Sugarcane (*Saccharum officinarum*)
- * Sweet Potato (*Ipomoea batatas*)
- * Taro (*Colocasia esculenta*) and other Edible Aroids
- * Yam (*Dioscorea* sp.)

In addition to identifying and organizing electronic resources, the AgNIC Alliance partnership involves providing free reference service on these crops. Ms. Herring is providing this service. However, so far the demand for this has been minimal. The Web site was announced on several relevant e-mail lists and has received many favorable comments in the past months. Server statistical reports show that the Web site, which consists of 14 separate pages, received a total of 174 hits in November 2003 and 527 hits in December 2003. We expect the number of hits to continue to increase.

WORKSHOPS, CONFERENCES, PUBLIC TALKS ON PROJECT

American Samoa Community College

The ASCC CNR staff & faculty that have utilized the information services provided by the University of Hawaii Library continue to encourage other staff, students and clients

to use this service because of the limited resources available on the island.

University of Hawaii

While in Pohnpei, Ms. Herring conducted a training workshop for land grant personnel on finding agricultural information resources available on the Web. The workshop was held at the COM-FSM campus and was attended by 7 people. In addition, she distributed 30 CD-ROMs containing ADAP nutrition publications which she had requested that the Hawaii office staff make for distribution to Pacific Island libraries. The CDs were distributed to major public libraries and ADAP institution libraries in Chu'uk, Guam, Kiribati, Kosrae, Marshall Islands, Palau, Pohnpei, Saipan, and Yap. Additional copies are being sent to USP Alafua campus library and SPC Fiji library.

ESTIMATED IMPACT OF THE PROJECT TO DATE

All institutions report that the UH Manoa library services has helped local researchers, extension agents, students and clients accomplished their work. Due to limited library resources available on our small islands, research projects are frequently delayed or halted because of lack of resources. In the past, researchers would travel to Hawaii to conduct a literature review prior to beginning research. With the assistance of Eileen Herring and the CIPS project, traveling to Hawaii is no longer necessary. This will preserve financial resources and allow researchers to conduct their studies at the much quicker pace.

PROPOSED ACTIVITIES FOR THE UPCOMING YEAR 17

The University of Hawaii will continue providing library services to personnel at ADAP institutions throughout the Pacific in the form of book loans, photocopies of articles, and literature searches using electronic bibliographic databases. Project personnel will continue to promote the literature search and document delivery activities. Further, instruction on Internet

search options will be provided to Extension and agricultural personnel and ADAP personnel will develop instructional materials on CD-ROM. These materials will be developed using standard Web formats so that a Web browser can be used to access them. These instructional CD-ROMs will be distributed to ADAP personnel at the Pacific land grant institutions.

The CIPS project will continue to develop the AgNIC website (<http://www.agnic.org>) by adding and organizing further information on the selected traditional crops. ADAP staffmembers have been encouraged to locate locally generated research articles and publications for inclusion into the AgNIC website.

Northern Marianas College (NMC)

Our proposed activities include: 1) A CREES Open House in which several high-ranking government and community entities are to be invited as well as the general public, 2) Agricultural Fairs on all of the three major islands, 3) Provide training on the aspects of Communications Programs, 4) Reestablish a CREES Communications Committee.

III. Publications Services

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

At the University of Hawaii, a significant accomplishment of the Library Services section of CIPS was the purchase of basic agricultural reference books for all of the ADAP institution libraries. Each library was allowed to select three books from a list of twelve core agricultural reference books compiled by Ms. Herring. Libraries receiving books were American Samoa Community College Library, College of the Marshall Islands Library, College of Micronesia-Kosrae Campus Library, College of Micronesia-Yap Campus Library, COM-FSM Library, Northern Marianas College Library, Palau Community College Library, RFK Library University of Guam. (No

response was received from the Librarian at the College of Micronesia-Chu'uk Campus. At the other ADAP institutions, the staff and faculty continue to use the ADAP publications for reference purposes and to support ongoing programs.

ESTIMATED IMPACT OF THE PROJECT TO DATE

ADAP publications continue to be very useful to the work of researchers, extension agents, agricultural students and clients. New information enabled faculty and staff, students and others in efficiently managing and coordinating their programs.

The University of Hawaii ADAP Office continues to serve clientele who are interested in purchasing or obtaining information from ADAP publications. Also, the UH ADAP Home Office encourages clientele to access the ADAP Website to download the various publications available on the publications page.

PROPOSED ACTIVITIES FOR THE UPCOMING YEAR 17

Northern Marianas College (NMC)

In the upcoming months, more manuals and publications are to be created and completed. Press releases on our programs and informational tips and suggestions will be provided to the general public and stakeholders every week through the use of various forms of media.

University of Guam (UOG)

Update on the CALS website with new features and services to colleges' programs.

University of Hawai'i (UH)

The University of Hawaii will continue to update, to edit, and to revise current ADAP publications and materials to make them more attractive, accurate, user-friendly and efficient. Current and updated publications will be made available for download on the ADAP website (<http://www2.ctahr.hawaii.edu/adap2/>). Additionally, ADAP publications will continually be achieved on CD-ROM for central storage and for distribution to those with CD print-on-demand capabilities.

COMMUNICATIONS, INFORMATION AND PUBLICATIONS (CIPS) BUDGET

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|
| Salary | \$0 | \$0 | \$0 | \$0 | \$36,000 | \$36,000 |
| Fringe | \$0 | \$0 | \$0 | \$0 | \$9,000 | \$9,000 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$500 | \$0 | \$500 | \$500 | \$1,900 | \$3,400 |
| Travel Domestic | | | | | \$5,690 | \$5,690 |
| Travel Foreign | | | | | | \$0 |
| Publication | | | | | \$750 | \$750 |
| Other Costs | \$500 | \$3,000 | \$500 | \$500 | \$3,850 | \$8,350 |
| Pending | | | | | | |
| Indirect Costs | | | | | | |
| TOTAL: | \$1,000 | \$3,000 | \$1,000 | \$1,000 | \$57,190 | \$63,190 |

Name of Project

Enrichment Opportunity Project

Project Status

Core Project (formerly Faculty/Staff Development Project)

Responsible Party

ADAP Directors and Management Services

Funding Amount

\$35,000

PROBLEM STATEMENT AND POTENTIAL SOLUTION

The ADAP Enrichment Opportunity Project fills the need to increase institutional and governmental capability and credibility for regional agricultural development. Oftentimes, new initiatives must be implemented which usually require new guidelines and new regulations. There is a continuing need to provide staff development or training opportunities to enhance the productivity and efficiency of appropriate institutional and governmental employees. The successful transfer and adoption of knowledge will enhance the productivity and efficiency of those employees. To strengthen, improve and increase their skills, the land-grant directors need discretionary training funds to expand ADAP-sponsored activities or have staff and government employees partake in professional development or training activities.

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

American Samoa Community College
Five personnel from the Department of Agriculture and three American Samoa Community College division of Community & Natural Resources (ASCC-CNR) attended the ParaVet training in Alafua, Samoa. A total of five participants graduated during the October 2003 paravet training graduation. Two ASCC-CNR administrative staff attended the USDA graduate school project management and supervision training courses. The participants received certificates of achievements from the

training and earned six credits towards graduate degree.

College of Micronesia

Ms. Elsa Langu, a research aide with the Micronesia Plant Propagation Research Center (MPPRC) in Kosrae, attended a training session on bacteriology at UOG with Professor George Wall on a share-cost arrangement with the Kosrae State Government.

University of Guam

The 2003 Summer Research Apprenticeship Program ran from June 30, 2003 to August 2, 2003. Four high school students were selected from a pool of over 20 applicants. Selection criteria were based on their grades for the year just completed and, via personal interview, their interests in field of study in school, goals and aspirations for the future. The students selected were:

Melanie Dolores – She was assigned to work under Dr. Ross Miller, Entomologist. Her work experience included collecting aphids, collecting various species of insects, identifying the species, and learning how to mount the specimens.

Renen Manuntag – He was assigned to work under Dr. Prem Singh, Agricultural Engineer. Renen spent most of his time working at one of our Agricultural Experiment Stations doing fieldwork. He assisted Dr. Singh in a drip tape experiment conducted in a watermelon field. He assisted in the collection of numerous data utilizing equipment such as a data logger, rain gauges, and refractometer.

Felix Qu – He was assigned to work under Drs. Mari Marutani and James McConnell, Horticulturist and Ornamental Horticulturist, respectively. Felix worked on preparing tissue cultures and assisted in updating the college website.

John Walsh – He was assigned to work under Dr. Mohammad Golabi, Soil Scientist. The majority of John's time was spent on fieldwork. He collected soil samples, studied areas where erosion was occurring and how to prevent further erosion. He was exposed to some lab work in the form of organic matter and soil analysis using an atomic absorption machine and spectrometer.

The apprentices were required to put together a presentation of their experience during the summer. As evidenced in their final presentations, the summer apprenticeship program was a successful one. The students enjoyed the work they were tasked to do by their assigned scientist, even though some of it involved a lot of hard out in the field, and learned something of the field of research they were involved with.

Joseph Tuquero, a graduate in Agriculture and pursuing a Master's Degree in Environmental Sciences, and Glenn Takai, an Agriculture major, both working as Research Assistants under the Agricultural Experiment Station were afforded the opportunity to attend internship programs in Agricultural Science at Tuskegee University, Alabama, and University of Hawaii at Manoa. The internship was designed for the interns to learn about the environmental science programs, scientific instruments and equipment, and current research taking place at the two institutions. Information and advice concerning current research projects being conducted at UOG was obtained from both universities through literature and conversations with several faculty. The interns were made acquainted with academic, extension and research programs of both institutions.

WORKSHOPS, CONFERENCES, PUBLIC TALKS ON PROJECT

American Samoa Community College

Paravet training graduates shared useful information with extension and research staff in their perspective work stations (DOA & ASCC CNR).

USDA graduates shared with program managers and administration staff information learned from the training.

ESTIMATED IMPACT OF THE PROJECT TO DATE

American Samoa Community College

Graduates of the paravet training are utilizing the new skills and knowledge learned from the training to improve in their perspective careers in agriculture in American Samoa.

Administrative staff that attended the USDA training is more alerted to the needs of the programs and are performing the techniques learned from the training to improve program productivity.

College of Micronesia

The impact of this project has been tremendous. The opportunity for upgrading staff and improving the necessary skills to support programs has helped the institutions in delivering quality programs and services. This project has helped many of the newly hired in their efforts to obtain new knowledge and skills that are unique to land grant institutions.

University of Guam

The Summer Apprenticeship Program has had a positive impact on the high school students who participated. It provided a glimpse into an area of interest that was expressed by them, which was in some form of science. The experience they gain from this program will surely have an impact in decisions they may make concerning their future education upon completion of high school.

PROPOSED ACTIVITIES FOR THE UPCOMING YEAR 17

University of Guam (UOG)

The University of Guam will continue the support for off-island training for research assistants and staff, to include support of the support of a CALS faculty and staff retreat, to enhance teaching skills and work environment. Additional upcoming workshops include strengthening teaching in the classroom with Drs. James Knight and Jack Elliot from University of Arizona, Department of Agriculture Education and a workshop on grantmanship. The focus of

the workshops will be improving communication skills, using new technologies, and improving university capacity.

University of Hawai`i (UH)

During Year 17, the University of Hawaii will continue to support CTAHR faculty and staff members in training on curriculum development, computer graphic and layout, Internet Web page, fiscal, grants management, business and computer skills training workshops are being considered to improve and enhance and develop current staff skills.

ENRICHMENT OPPORTUNITIES BUDGET

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| Salary | | | | | | \$0 |
| Fringe | | | | | | \$0 |
| Equipment | | | | | | \$0 |
| Supplies | | | | | | \$0 |
| Travel Domestic | \$4,500 | \$5,550 | \$4,500 | \$4,500 | \$4,500 | \$23,550 |
| Travel Foreign | | | | | | \$0 |
| Publication | | | | | | \$0 |
| Other Costs | \$2,290 | \$2,290 | \$2,290 | \$2,290 | \$2,290 | \$11,450 |
| Pending | | | | | | |
| Indirect Costs | | | | | | |
| TOTAL: | \$6,790 | \$7,840 | \$6,790 | \$6,790 | \$6,790 | \$35,000 |

role our Agricultural Experiment Station is expected to play in the development of the territory of American Samoa. It gave me pride in being part of our institution's development and direction."

University of Guam (UOG)

Dr. Lee S. Yudin attended the 12th ESCOP/ACOP Leadership Development Program that was held in Indianapolis, Indiana from June 22-27, 2002. Dr. Yudin noted, "of all the professional workshops I have attended over my academic career the ESCOP/ACOP was the most beneficial on both a personal and professional level. I would suggest that all Deans at UOG and Vice Presidents be allowed to attend this most valuable workshop. It was a new awakening of who I am and how I manage people and my time and energy."

Dr. Yudin will continue to work through the various stages of the ESCOP/ACOP Leadership program. Since the time he completed the initial program, a reorganization of the University of Guam has placed Dr. Yudin in the position Interim Dean of the College of Natural and Applied Sciences.

University of Hawaii

Dr. Robert Paull of the University of Hawaii began his six-day training workshop (2002 June) in Indianapolis covered all aspects of leadership development within ESCOP/ACOP. The following is excerpts from a report on his progress:

"The role of teamwork and output goal setting in an integrated administrative unit's future was explored. Interview and meeting management skills provided useful practice for chairing the department

Following discussions with my mentor (Dr Barry Brennan - Associate Dean) and one on one meetings with the Dean and other Associate Deans, I am now more aware of the College's administration position on the Research-Extension

continuum and the perceived role of specialist. A library search on the roles and responsibilities of specialists has been completed. A draft survey instrument for agents, specialists and researchers has been prepared."

Dr. Rachel Novotny began her ESCOP/ACOP training program in June 2003, with Dr. Andrew Hashimoto, Dean of the College of Tropical Agriculture and Human Resources as her mentor. She will complete her program in June 2004. Her impressions of the program are as follows: "This was a special opportunity for me to explore my personal traits as they relate to management and leadership, and to step back to examine my role as Department Chair. The experience was most valuable to me by introducing me to others in managerial roles from whom to gain different ideas and skills and who I can call upon for guidance and partnering. I have worked with some these colleagues to develop capacity in our department."

ESTIMATED IMPACT OF THE PROJECT TO DATE

American Samoa Community College (ASCC)

Dr. Don Vargo writes, "I believe that my internship experiences and the leadership lessons I learned during Phase I have given me a greater sense of confidence and determination to excel as a manager. I eagerly look forward to Phase III of my training this March in Washington, D.C., where I hope to expand my leadership skills and my knowledge of the administrative process at the US Department of Agriculture and the legislative process in Congress."

University of Hawaii (UH)

The ESCOP/ACOP Leadership Development Program has become an opportunity create greater diversity within the leadership at the University of Hawaii. These classes have prepared many individuals for new roles within the university.

PROPOSED ACTIVITIES FOR YEAR 17

Many of the participating institutions have not yet selected an individual to attend the next ESCOP/ACOP Leadership Development Program, Class 14. Individuals are selected on the basis of their position within the college or university, their adaptability, and their ability to effect change. From the University of Hawaii, Dr.

Harold Keyser has been selected to attend. For the first time in many years, a representative from the College of Micronesia will attend the program. Ms. Diane Myazoe, Dean of Cooperative Research and Extension at the College of the Marshall Islands has been accepted into the ESCOP/ACOP Leadership Development Program, with Jim Hollyer as her mentor.

ESCOP/ACOP BUDGET

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| Salary | | | | | | \$0 |
| Fringe | | | | | | \$0 |
| Equipment | | | | | | \$0 |
| Supplies | | | | | | \$0 |
| Travel Domestic | \$5,300 | \$5,300 | \$5,300 | \$5,300 | \$3,300 | \$24,500 |
| Travel Foreign | | | | | | \$0 |
| Publication | | | | | | \$0 |
| Other Costs | \$1,900 | \$1,900 | \$1,900 | \$1,900 | \$1,900 | \$9,500 |
| Pending | | | | | | |
| Indirect Costs | | | | | | |
| TOTAL: | \$7,200 | \$7,200 | \$7,200 | \$7,200 | \$5,200 | \$34,000 |

| | |
|------------------------|---|
| Name of Project | Human Resources & Capacity Building Project |
| Project Status | Core Project (formerly Degree Studies Project) |
| Responsible Party | ADAP Directors and Management Services |
| Home Office Staff | James Hollyer (Project Manager), Vanessa Troegner (Project Coordinator), Dennis Miyahara (Educational Specialist) |
| Regional Coordinators | Eseta Sua-Kalio (ASCC), Robert Jackson (COM), Esther Kapileo (NMC), Annie Santos (UOG) |
| Funding Amount | \$60,000 |

PROBLEM STATEMENT AND POTENTIAL SOLUTION

The American Pacific Land Grant institutions and government agencies want to increase their levels of trained and competent staff in order to enhance the institution and government services and to advance local agricultural development (or its allied fields). One way to help increase the number of qualified employees is to provide high school and college students, i.e. potential future employees, and current government or ADAP institution employees, with the opportunity to compete for educational scholarships. ADAP has developed programs targeted at different stages of educational development. The funds are available to all Pacific Land Grants except University of Hawaii. The titles of the three educational scholarship programs are:

Financial Assistance for an Extension/ Research High School Apprenticeship Program

Justification: Low enrollment in agriculture and home economics classes in ADAP region high schools continues to deprive ADAP countries of future employees who are knowledgeable in these areas. A cursory survey of students reveals a lack of awareness of the educational opportunities and careers available in agriculture, home economics, and related fields.

Financial Assistance for attending a 2- or 4-Year College or an Accredited Virtual University Program

Justification: Local college scholarships are limited and awards are typically based on prioritized field of studies. At the present time, agriculture and home economics are not priority fields in most ADAP countries. Financial assistance can be used for U.S. or foreign institutions, but students going to Land Grant colleges are given preference. On-line or virtual degree programs are also considered for this assistance.

Financial Assistance for an Advanced Degree Studies Program

Justification: Land Grant staff is limited in the ability to expand or strengthen programs and to advance professionally. ADAP scholarships for advanced degrees are made available to meet this need. Financial assistance can be used for U.S. or foreign institutions, but students going to Land Grant colleges are given preference. On-line or virtual degree programs are also considered for this assistance.

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

American Samoa Community College
Scholars receiving assistant for the pursuit of a two to four year college degree were reviewed on a semi-annual basis, during which time each scholar was required to submit an official transcript. Scholars were evaluated on their performances and

continuation of their scholarships was dependent on satisfactory performance. Scholars enrolled at American Samoa Community College met with ADAP personnel to discuss their scholastic performance. ADAP staff processed all the tuition and fee payments for the ASCC and Colorado State University Scholars. One of our scholars, Ms. Ruta Mapu, completed all requirements for graduation for the Associate of Science degree in Natural Resources on December 2003.

Scholars receiving assistant for their Advance Degree Studies were advised on their academic performance for the Summer and Fall of 2003. Our graduate student attending Colorado State University continued to maintain a cumulative grade point average of 4.0. ADAP staff processed all tuition, room & board, meals and health insurance payments for this student.

College of Micronesia

For the past three years, efforts toward capacity building focused on the Summer Apprenticeship Program for high school juniors and seniors. Efforts are being made to follow up on these students and others at the college level who may have interests in the fields of agriculture and home economics.

Additionally, during this school year, five Agriculture Sciences students were awarded scholarships of the maximum award of \$500.00 each.

University of Guam

Financial assistance for classified employees pursuing undergraduate degrees continues to be provided to: Mr. Jesse Rosario (senior); Ms. Jane Mendiola (junior); and Ms. June Calvo (sophomore). These employees continue to attend the University of Guam on a part-time basis, taking one to two classes per semester.

Financial assistance for advanced degree studies was extended an additional year for Professor Leroy Robert Barber who

continues to pursue his doctoral degree in Adult Education at the University of Georgia. He has successfully passed the courses taken this Spring 2003.

Four high school students were recruited to be on the 2003 Summer Research Apprenticeship Program.

WORKSHOPS, CONFERENCES, PUBLIC TALKS ON PROJECT

American Samoa Community College

Individual mentoring sessions were held with current recipients of the ADAP scholarships. Additionally, individual conferences were held with prospective college and graduate students discussing the requirements and expectations for the college and advanced degree studies scholarship.

College of Micronesia

Information about the scholarship program has been shared with the institutions, faculty and staff, and students through the Vice President for Cooperative Research and Extension offices at the 3 colleges. Also, the local colleges' newsletters carried announcements about these ADAP programs.

ESTIMATED IMPACT OF THE PROJECT TO DATE

American Samoa Community College

At the ASCC, we have found increases in the numbers of high school students interested in studying agriculture and natural resources and ASCC Department of Agriculture & Life Sciences Department enrollment continues to increase.

College of Micronesia

At the COM, there has been a steady upward trend in the number of students who have enrolled in agriculture, home economics, and related field at the three colleges in Micronesia. There is also an increased awareness on how critically important agriculture and home economic

programs are to the economic and social development of small island communities.

PROPOSED ACTIVITIES FOR THE YEAR 17
 All institutions will continue their individualized scholarship programs to encourage students to develop their understanding of agricultural issues and pursue degrees in agricultural sciences.

HUMAN RESOURCES AND CAPACITY BUILDING

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|-----------------|-----------------|-----------------|-----------------|-----------------|----|-----------------|
| Salary | | | | | | \$0 |
| Fringe | | | | | | \$0 |
| Equipment | | | | | | \$0 |
| Supplies | \$5,000 | \$1,000 | | | | \$6,000 |
| Travel Domestic | | \$2,500 | | | | \$2,500 |
| Travel Foreign | | | | | | \$0 |
| Publication | | | | | | \$0 |
| Other Costs | \$10,000 | \$11,500 | \$15,000 | \$15,000 | | \$51,500 |
| Pending | | | | | | |
| Indirect Costs | | | | | | |
| TOTAL: | \$15,000 | \$15,000 | \$15,000 | \$15,000 | | \$60,000 |

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

An Articulation Conference was held in Pohnpei, December 8-11, 2003. The meetings were held on the campus of the College of Micronesia-FSM. Conference participants were primarily comprised of the Vice Presidents of Academic Affairs and the Registrars from the College of the Marshall Islands, the College of Micronesia-FSM, the Guam Community College, the Northern Marianas College, the Palau Community College, and the University of Guam. The purpose of the conference was to have representatives from the six regional institutions of higher learning meet to set goals and to identify current and on-going challenges to the University of Guam's articulation and processing of courses and programs with community colleges in the region through its ADAP linkage.

The meetings were mainly working sessions in which various issues involving the transfer and articulation of courses between the University of Guam and the other regional community colleges were discussed. During the meeting, for the first time, all the registrars from each regional institution had an opportunity to meet face-to-face and form a mutual understanding of the problems experienced by transferring students. They came away with a shared strategy for working together for the benefit of all students.

Two areas of concern that were discussed during the conference were issues on transcripts and use of multiple names by students. There was a mutual concern regarding the delayed receipt of official transcripts that cause a delay in admissions or in the awarding of transfer credit. All agreed that with the appropriate security and controls, electronic transcripts would be accepted, sent directly as email pdf file attachments between registrars, to facilitate admissions and credit evaluation while paper transcripts are mailed.

With regards to multiple names issue, on occasion documents are received for a student using different names (i.e. birth name, baptismal name, and/or changed name). It was agreed that if confirmation is needed, assistance be provided by the regional college since they may have historical information on file for their students.

Another area of concern addressed at the meeting was the Individualized Degree Program (IDP) that a majority of the students from the regional colleges are following. The University of Guam is presently working on IDP degree completion for those students who have accumulated many courses and have work experience in education in the region. A new degree program designed to accommodate such students is the Bachelors in Liberal/General/Global Studies degree.

ESTIMATED IMPACT OF THE PROJECT TO DATE

The end result of these working sessions was the formulation of an Inter Institutional Cooperation Statement for Transfer and Articulation between the six institutions involved appropriately called, "The Pohnpei Accord", and was signed by all the conference participants. This document will serve as the vehicle with which to steer the process of transferring and articulating of courses between the University of Guam and the other regional community colleges. The participants all came away with the feeling that the conference was a productive and successful one in which past and current issues on articulation were addressed. The conference also provided the opportunity for expanding acquaintances from the region and strengthening existing relationships.

PROPOSED ACTIVITIES FOR YEAR 17

During the next year, the staff at the University of Guam will stay in contact with the Vice Presidents and Registrars from the participating schools and provide updates to each school regarding UOG's progress

toward creating an Individualized Degree Program (IDP) within the university. Once the Individualized Degree Program is established, UOG officials will help the other participating schools to understand the requirements for the degree and how each institution's course offerings will fit into the Individualized Degree Program.

Officials at each participating school will also spend the next year establishing a secure method for transmitting student transcripts over the Internet. This will aid the institutions in authenticating a student's academic history and improve services to transfer students.

With regard to students using multiple names (maiden/married names, baptismal names, or extended family names) to accumulate their college credits, officials at each school will work to create a way to combine multiple academic records for a student using different names. At the student's request and with official government records confirming the name changes, a composite record will be created which will then be accepted at each of the participating schools.

| | |
|--------------------------|--|
| Name of Project | ADAP Distance Learning ParaVeterinary Training |
| Project Status | Multi-year ; Concluding |
| Principal Investigator | Larry C. Rawson, DMV (University of Hawai'i, Hawai'i State Department of Agriculture) |
| Cooperators | Peter Saville (Secretariat of the Pacific Community), Steven Nusbaum (Guam Dept. of Agriculture), Talitua Uele (American Samoa Dept. of Agriculture), Clinton Balok (Crown Point Institute of Technology), Diana Greenough, (Northern Marianas College), Jim Currie (Northern Marianas College-Tinian), Ignasio Dela Cruz and Richard Maratita (Northern Marianas Dept. of Land & Natural Resources), Engly Ioanis (College of Micronesia), Tavita Elisara (American Samoa Community College), Joseph Kitzman (USDA) |
| Curriculum Development | Luisa Castro (ADAP-UH) |
| Funding Amount Requested | No New Funds Requested |

ABSTRACT OF PROJECT

Isolation, scarcity of veterinary services, and lack of training are serious constraints to the development of the livestock from home use or commercial consumption in most Pacific Islands. Poor quality livestock and the lack of food hygiene and sanitation concepts restrict the potential for Pacific communities to deal with food safety and security issues. At the same time, there is increasing pressure for self-sufficiency and the development of value added products for consumption and sale to enhance farm income. ADAP funding for the Distance Learning Paraveterinary Training Project is being used to co-develop materials with the Secretariat of the Pacific Community (SPC) and the University of the South Pacific for a Phase I training module to address these problems. Extensive efforts are being made to forge partnerships with other public and private sector organizations to assure adequate resources for the production and dissemination of this important program.

PROBLEM STATEMENT AND POTENTIAL SOLUTION

Diseases and poor management of livestock have been recognized as major limitations to animal production in the Pacific Islands. As significant as public health and food security are to these

countries, there is also an urgent need for in-country, in-service training for animal industry and extension workers, farmers and the community, to meet basic veterinary service requirements in rural areas. Our continuing effort is to develop and distribute effective distance learning ParaVeterinary training materials to provide a basic level of animal health and husbandry education to local extension personnel and to community leaders. Eventually regional in-country trainers will sustain this effort.

RESULTS AND ACCOMPLISHMENTS FOR THE PERIOD: AUGUST 2003 TO APRIL 2004

As of April 2003, 12 basic but comprehensive educational modules have been completed. They were tested in Samoa and American Samoa. A training workshop was held in Samoa in January 2003 to July 2003. With Dr. David Morris of the USDA in attendance for the invocation of the program, the pilot-testing work began with 22 learners from Samoa and American Samoa.

Based on student, instructor, and an educational consultant's feedback, final revisions to the manual were completed in January 2004. The manuals were printed and accompanying CD-ROMs were produced. SPC developed a mentor's

handbook, focusing on communication skills.

On April 14, 2004, twenty one students from the Commonwealth of Northern Marianas Islands (the Islands of Rota, Saipan and Tinian), the Federated States of Micronesia (the Islands of Yap, Chuuk, and Pohnpei), and the Republic of Palau began the ParaVet Training Program. In order to facilitate learning, a new requirement was placed upon the students. Each student was required to find a knowledgeable local individual to act as a mentor. During the two-day, Launching and Orientation meeting, students and mentors attended workshops to learn and practice positive communication skills. An additional ParaVet Training Program is being held specifically for the island of Yap. Currently nine students are enrolled in the program. Their studies will begin on May 24, 2004.

SPC will continue on their own to develop Level II (animal-specific training manuals) and Level III (quarantine officer manuals). They appear to have sufficient funding for these tasks.

Heifer International plans to contribute to the Pacific Island and will work via local governments and SPC.

ESTIMATED IMPACT OF THE PROJECT TO DATE

We anticipate that by August 2004, 35 students representing three different Pacific nations and from 10 separate islands will have graduated from the ParaVeterinary Training Program. These individuals have the skills and knowledge to accurately diagnose animal injuries and illnesses, to recommend sanitary animal living arrangements, and to identify ideal breeding stock. These simple skills will significantly increase the quality of livestock and domestic animals in the Pacific Island region. Many of our participants are actively seeking ways to expand their knowledge to include spade and neutering of domestic pets.

The ParaVeterinary Training Program in its finalized form is a comprehensive tool that is now available to the people of the Pacific region to use as they feel necessary. The potential uses of the ParaVeterinary Training Program include developing a college- or university-level course that utilizes this tool as a distance learning aid.

This page intentionally blank.



**ADAP
YEAR 17 BUDGET**

**Overall Institution Budget Allocations
ADAP Year 17**

| | ASCC | COM | NMC | UOG | UH | TOTAL |
|----------------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
| Salary & Wages | \$8,000 | \$8,000 | \$8,000 | \$8,000 | \$121,309 | \$153,309 |
| Fringe Benefits | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$28,792 | \$33,592 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$6,500 | \$11,830 | \$11,330 | \$1,500 | \$2,945 | \$34,105 |
| Travel (Domestic) | \$11,600 | \$22,000 | \$17,600 | \$17,600 | \$31,920 | \$100,720 |
| Travel (Foreign) | \$0 | \$0 | \$0 | \$0 | \$2,460 | \$2,460 |
| Publication Other | \$0 | \$0 | \$0 | \$0 | \$2,550 | \$2,550 |
| Costs | \$19,190 | \$26,190 | \$22,690 | \$21,190 | \$11,140 | \$100,400 |
| Pending | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Indirect Costs | \$2,500 | \$0 | \$2,500 | \$2,500 | \$24,089 | \$31,589 |
| Total | \$48,990 | \$69,220 | \$63,320 | \$51,990 | \$225,205 | \$458,725 |

**Budget Allocations by Project
ADAP Year 17**

| | ESCOP ACOP | Mgmt Services | CIPS | Capacity Building | Enrichment Opportunities Project | Distance Diagnostics | Articulation | HLPI | TOTAL |
|-------------------|-----------------|------------------|-----------------|----------------------|--|-------------------------|--------------|-----------------|------------------|
| Salary & Wages | \$0 | \$113,377 | \$36,000 | \$0 | \$0 | \$0 | \$0 | \$3,932 | \$153,309 |
| Fringe Benefits | \$0 | \$23,294 | \$9,000 | \$0 | \$0 | \$0 | \$0 | \$1,298 | \$33,592 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$0 | \$4,815 | \$3,400 | \$6,000 | \$0 | \$19,660 | \$0 | \$230 | \$34,105 |
| Travel (Domestic) | \$24,500 | \$31,100 | \$5,690 | \$2,500 | \$23,550 | \$5,340 | \$0 | \$8,040 | \$100,720 |
| Travel (Foreign) | \$0 | \$2,460 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,460 |
| Publication | \$0 | \$300 | \$750 | \$0 | \$0 | \$0 | \$0 | \$1,500 | \$2,550 |
| Other Costs | \$9,500 | \$9,600 | \$8,350 | \$51,500 | \$11,450 | \$0 | \$0 | \$10,000 | \$100,400 |
| Pending | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Overhead Costs | \$0 | \$31,589 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$31,589 |
| Total | \$34,000 | \$216,536 | \$63,190 | \$60,000 | \$35,000 | \$25,000 | \$0 | \$25,000 | \$458,725 |

**ADAP Year 17
American Samoa Community College**

| ASCC | ESCOP ACOP Leadership | Mgmt Services | CIPS | HR & Capacity Building | Enrichment Opportunities Project | Distance Diagnostics | Articulation | HLPI | TOTAL |
|-------------------|-----------------------------|------------------|----------------|------------------------------|--|-------------------------|--------------|----------------|-----------------|
| Salary & Wages | \$0 | \$8,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,000 |
| Fringe Benefits | \$0 | \$1,200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,200 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$0 | \$1,000 | \$500 | \$5,000 | \$0 | \$0 | \$0 | \$0 | \$6,500 |
| Travel (Domestic) | \$5,300 | \$1,800 | \$0 | \$0 | \$4,500 | \$0 | \$0 | \$0 | \$11,600 |
| Travel (Foreign) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Publication | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Costs | \$1,900 | \$2,000 | \$500 | \$10,000 | \$2,290 | \$0 | \$0 | \$2,500 | \$19,190 |
| Pending | | | | | | \$0 | \$0 | \$0 | \$0 |
| Indirect Costs | \$0 | \$2,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,500 |
| Total | \$7,200 | \$16,500 | \$1,000 | \$15,000 | \$6,790 | \$0 | \$0 | \$2,500 | \$48,990 |

**ADAP Year 17
College of Micronesia**

| COM | ESCOP ACOP Leadership | Mgmt Services | CIPS | HR & Capacity Building | Enrichment Opportunities Project | Distance Diagnostics | Articulation | HLPI | TOTAL |
|-------------------|-----------------------------|------------------|----------------|------------------------------|--|-------------------------|--------------|----------------|-----------------|
| Salary & Wages | \$0 | \$8,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,000 |
| Fringe Benefits | \$0 | \$1,200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,200 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$0 | \$1,000 | \$0 | \$1,000 | \$0 | \$9,830 | \$0 | \$0 | \$11,830 |
| Travel (Domestic) | \$5,300 | \$8,650 | \$0 | \$2,500 | \$5,550 | \$0 | \$0 | \$0 | \$22,000 |
| Travel (Foreign) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Publication | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Costs | \$1,900 | \$4,500 | \$3,000 | \$11,500 | \$2,290 | \$0 | \$0 | \$3,000 | \$26,190 |
| Pending | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Indirect Costs | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$7,200 | \$23,350 | \$3,000 | \$15,000 | \$7,840 | \$9,830 | \$0 | \$3,000 | \$69,220 |

**ADAP Year 17
Northern Marianas College**

| NMC | ESCOPE ACOP Leadership | Mgmt Services | CIPS | HR & Capacity Building | Enrichment Opportunities Project | Distance Diagnostics | Articulation | HLPI | TOTAL |
|-------------------|------------------------------|------------------|----------------|------------------------------|--|-------------------------|--------------|----------------|-----------------|
| Salary & Wages | \$0 | \$8,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,000 |
| Fringe Benefits | \$0 | \$1,200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,200 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$0 | \$1,000 | \$500 | \$0 | \$0 | \$9,830 | \$0 | \$0 | \$11,330 |
| Travel (Domestic) | \$5,300 | \$7,800 | \$0 | \$0 | \$4,500 | \$0 | \$0 | \$0 | \$17,600 |
| Travel (Foreign) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Publication | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Costs | \$1,900 | \$500 | \$500 | \$15,000 | \$2,290 | \$0 | \$0 | \$2,500 | \$22,690 |
| Pending | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Overhead Costs | \$0 | \$2,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,500 |
| Total | \$7,200 | \$21,000 | \$1,000 | \$15,000 | \$6,790 | \$9,830 | \$0 | \$2,500 | \$63,320 |

**ADAP Year 17
University of Guam**

| UOG | ESCOPE ACOP Leadership | Mgmt Services | CIPS | HR & Capacity Building | Enrichment Opportunities Project | Distance Diagnostics | Articulation | HLPI | TOTAL |
|-------------------|------------------------------|------------------|----------------|------------------------------|--|-------------------------|--------------|----------------|-----------------|
| Salary & Wages | \$0 | \$8,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,000 |
| Fringe Benefits | \$0 | \$1,200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,200 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$0 | \$1,000 | \$500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,500 |
| Travel (Domestic) | \$5,300 | \$7,800 | \$0 | \$0 | \$4,500 | \$0 | \$0 | \$0 | \$17,600 |
| Travel (Foreign) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Publication | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Costs | \$1,900 | \$500 | \$500 | \$15,000 | \$2,290 | \$0 | \$0 | \$1,000 | \$21,190 |
| Pending | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Overhead Costs | \$0 | \$2,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,500 |
| Total | \$7,200 | \$21,000 | \$1,000 | \$15,000 | \$6,790 | \$0 | \$0 | \$1,000 | \$51,990 |

**ADAP Year 17
University of Hawaii**

| UH | ESCOPE ACOP Leadership | Mgmt Services | CIPS | HR & Capacity Building | Enrichment Opportunities Project | Distance Diagnostics | Articulation | HLPI | TOTAL |
|-------------------|------------------------------|------------------|-----------------|------------------------------|--|-------------------------|--------------|-----------------|------------------|
| Salary & Wages | \$0 | \$81,377 | \$36,000 | \$0 | \$0 | \$0 | \$0 | \$3,932 | \$121,309 |
| Fringe Benefits | \$0 | \$18,494 | \$9,000 | \$0 | \$0 | \$0 | \$0 | \$1,298 | \$28,792 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supplies | \$0 | \$815 | \$1,900 | \$0 | \$0 | \$0 | \$0 | \$230 | \$2,945 |
| Travel (Domestic) | \$3,300 | \$5,050 | \$5,690 | \$0 | \$4,500 | \$5,340 | \$0 | \$8,040 | \$31,920 |
| Travel (Foreign) | \$0 | \$2,460 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$2,460 |
| Publication | \$0 | \$300 | \$750 | \$0 | \$0 | \$0 | \$0 | \$1,500 | \$2,550 |
| Other Costs | \$1,900 | \$2,100 | \$3,850 | \$0 | \$2,290 | \$0 | \$0 | \$1,000 | \$11,140 |
| Pending | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Overhead Costs | \$0 | \$24,089 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$24,089 |
| Total | \$5,200 | \$134,686 | \$57,190 | \$0 | \$6,790 | \$5,340 | \$0 | \$16,000 | \$225,205 |



**ADAP Capacity Building
Financial Assistance & Scholarship Program
(Appendix A)**



A D A P
P R O J E C T

Agricultural Development in the American Pacific
Pacific Land Grant Programs

**ADAP Capacity Building Financial Assistance
& Scholarship Program
2003-2004**

ADAP Capacity Building Financial Assistance & Scholarship Program

The American Pacific Land Grant institutions and government agencies want to increase their levels of trained and competent staff in order to enhance the institution and government services and to advance local agricultural development (or its allied fields). One way to help increase the number of qualified employees is to provide highschool and college students, i.e. potential future employees, and current government or ADAP institution employees, with the opportunity to compete for educational scholarships. ADAP has developed programs targeted at different stages of educational development. The titles of the programs are:

- Financial Assistance for an Extension/ Research High School Apprenticeship Program
- Financial Assistance for Attending a 2- or 4-Year Accredited College Program
- Financial Assistance for an Advanced Degree Studies Program (In-service)

Please read about the program that interests you most and then apply to your local ADAP institution with the attached form. There is no College of Tropical Agriculture and Human Resources, UH Manoa, program at this time.

Amounts of assistance are determined by the Land Grant Director or a committee but cannot exceed \$20,000 per year per institution within the entire three-year program. This program is a financial assistance program, not a full scholarship. The minimum assistance is \$250 per semester.

If you have questions, please contact your local Land Grant or the ADAP Home Office at the numbers below.

Note: ADAP reserves the right to modify this form at any time.

For Further Information:

American Samoa Community College (684) 699-1575 - fax (684) 699-5011

College of Micronesia (691) 320-2728 - fax (691) 320-2726

College of Micronesia (FSM) (691) 320-8181 - fax (691) 320-2972

College of the Marshall Islands (692) 528-5033 - fax (692) 528-4699

Palau Community College (680) 488-2746 - fax (680) 488-3307

Northern Marianas College (670) 234-3690 - fax (670) 234-0054

University of Guam (671) 735-2002 - fax (671) 734-6842

University of Hawaii (808) 956-8140 - fax (808) 956-6967

Funded by the United States Department of Agriculture Cooperative State Research, Education and Extension Service Grant 00-38826-9180
ADAP Home Office - College of Tropical Agriculture and Human Resources
3050 Maile Way, Gilmore Hall 112, University of Hawaii at Manoa
Honolulu, HI 96822 USA www.adap.hawaii.edu/adap - adap@hawaii.edu
The Pacific Land Grants and the U.S.D.A. are Equal Opportunity/
Affirmative Action Institutions



American Samoa Community College | College of Micronesia
Northern Marianas College | University of Guam
University of Hawaii
Gilmore Hall 112
College of Tropical Agriculture and Human Resources
University of Hawaii at Manoa
Honolulu, Hawaii 96822
(808) 956-8140 / (808) 956-6967
adap@hawaii.edu

Financial Assistance for an Extension/ Research Highschool Apprenticeship Program

Brief Summary of Problem to be Addressed

Low enrollment in agriculture and home economics classes in ADAP region high schools continues to deprive ADAP countries of future employees who are knowledgeable in these areas. A cursory survey of students reveals a lack of awareness of the educational opportunities and careers available in agriculture, home economics, and related fields.

Objective

To provide training opportunities to high school juniors and seniors that would generate interest, motivation, and appreciation of the opportunities in the fields of agriculture and family and consumer sciences. Funding cannot be guaranteed beyond 1 year.

Evaluation of Student

Success can be measured by the student's performance during the training program and during the next school year, with the additional knowledge gained in the field of agriculture, family and consumer sciences, and other related fields.

Eligibility Requirements (must meet all five)

1. Must meet citizen/residency requirements of the institution where you are applying.
2. Students who have completed their sophomore year and will be a junior or senior when the new school year commences at the local high school (private/public).
3. Shows interest in science and mathematics.
4. Must have previously enrolled in agriculture or family and consumer sciences classes.
5. Potential student for degree studies in agriculture or family and consumer sciences.

Procedures

Application

1. Obtain application from the Land Grant Dean or Director's office at the nearest Land Grant institution.
2. Submit a completed application form (see back of package) along with other required documents on or before the institution's deadline.
3. Attach two reference letters supporting your intent.
 - a. Letter from your agriculture or home economics teacher.
 - b. Letter from your school counselor.

Selection

1. Land Grant Dean/Director forms screening committee, headed by a chair.
2. Committee screens applications with respect to guidelines established by each ADAP institution.

Committee makes recommendations to Director.

3. Director makes final decision and informs applicants in writing the status of their application.
4. If selected, Director prepares contract/agreement between student and home institution/government for applicant to sign.
5. Director announce candidate(s) selection in local media.
6. Director informs ADAP Home Office of selection and provides needed information as requested.

Financial Consideration

This program is a financial assistance program, not a full scholarship. The amount of assistance is determined by the Land Grant Director. The minimum assistance is \$250 per semester.

The Director or the committee may choose to divide the financial assistance among more than one recipient, candidate, or grant program. An applicant will receive support based on or consistent with local and Federal policies, regulations, or laws.

Responsibilities

Grantee will:

- Have attained and maintained throughout the program at least a 2.5 grade point average on a 4.0 scale.
- Sign a training agreement with the home institution.
- Make sincere efforts to complete the apprenticeship program.
- Provide ADAP Director of the home institution with a progress report 3-4 weeks after completion of the apprenticeship program.
- Return to local high school and continues to enroll in agriculture, home economics, and other related courses.
- Reimburse ADAP the total amount of the award, or an amount as decided by the Director, if he/she fails to complete the training requirements, fails to return home after the training, or fails to comply with any of the above responsibilities.

The home country institution will:

- Provide and execute a training agreement with grantee and it file with the ADAP Home Office.
- Provide grantee all personnel benefits consistent with the institution's policy.
- Provide highschool teacher/counselor with a performance report on the grantee and file it with the ADAP Home Office.
- Maintain a list of students applying for and completing this program.
- Maintain a list of students going on to major in agriculture and related fields.
- Maintain a list of students returning to home country.

ADAP Home Office in Honolulu, Hawai'i will:

- Maintain a list of students applying for and completing this program.

Financial Assistance for Attending a 2- or 4-Year Accredited College Program

Brief Summary

Local college scholarships are limited and awards are typically based on prioritized field of studies. At the present time, agriculture and home economics are not priority fields in most ADAP countries. Financial assistance can be used for U.S. or foreign institutions, but students going to Land Grant colleges are given preference. On-line or virtual or foreign degree programs are also considered for this assistance. Priority is given to in-service employees.

Objective

To encourage and support students majoring in agriculture, family and consumer sciences, or related areas by providing 1- to 4-year college scholarships. Funding cannot be guaranteed beyond 1 year.

Evaluation of Student

Success can be measured by monitoring the student's academic achievement at the end of each academic year, or successful completion of an academic degree and then return to the home country with new skills applied to improve quality of life and delivery of services in government or private sector.

Eligibility Requirements (must meet all six)

1. Must meet citizen/residency requirements of the institution where you are applying.
2. Have taken a highschool agriculture or home economics class (private or public).
3. Have a minimum highschool grade point average of 2.5 on a 4.0 scale.
4. Have a good background in science and mathematics.
5. Will be enrolled in a college program related to agriculture or family and consumer sciences.
6. Will enroll in a home institution if program is available. Otherwise, recipient is encouraged to seek admission to off-island Land Grant institutions before looking into other non-Land Grant colleges.

Procedures

Application

1. Obtain application from the Land Grant Dean or Director's office at the nearest Land Grant institution.
2. Submit a completed application form (see back of package) along with other required documents on or before the institution's deadline.
 - Admission or acceptance letter from institution.
 - Official copy of highschool transcripts.
 - Copy of family health insurance policy.
 - Copy of other financial assistance or scholarships you have applied for.

Selection

1. Land Grant Dean/Director forms screening committee, headed by a chair.

2. Committee screens applications with respect to guidelines established by each ADAP institution. Committee makes recommendations to Director.
3. Director makes final decision and informs applicants in writing the status of their application.
4. If selected, Director prepares contract/agreement between student and home institution/government for applicant to sign.
5. Director announce candidate(s) selection in local media.
6. Director informs ADAP Home Office of selection and provides needed information as requested.

Financial Consideration

This program is a financial assistance program, not a full scholarship. The amount of assistance is determined by the Land Grant Director. The minimum assistance is \$250 per semester.

The Director or the committee may choose to divide the financial assistance among more than one recipient, candidate, or grant program. An applicant will receive support based on or consistent with local and Federal policies, regulations, or laws.

Components*

- Round-trip airfare, between home and school.
- Stipend (if applicable).
- Health insurance (grantee should use home institution's health insurance, if allowable).
- Book/supplies allowance not to exceed \$1,000/year per grantee.

*Scholarship does not include support for the grantee's family, except for providing a greater housing allowance.

Responsibilities

Grantee will:

- Have attained and maintained throughout the program at least a 2.5 grade point average on a 4.0 scale.
- Sign a training agreement with the home institution.
- Make sincere efforts to complete the apprenticeship program.
- Provide ADAP Director of the home institution with general status and progress reports 3-4 weeks after each semester
- **All current and future employment must be communicated to the local Land Grant Director at the time of application as this may affect the size of your aid.**
- Utilize family health insurance plan where appropriate.
- Return to home institution/government after completion of studies and serve at least the length of time spent in academic program.
- Reimburse ADAP the total amount of the award, or an amount as decided by the Director, if he/she fails to complete the training requirements, fails to return home after the training, or fails to comply with any of the above responsibilities.

The home country institution will:

- Provide a written breakdown of how the grant money is to be spent and how the grantee can file for reimbursement.
- Provide and execute a training agreement with the grantee and file with ADAP Home Office.
- Maintain grantee's records and files.
- Monitor grantee's academic performance.
- Continue the grantee's scholarship as long as grantee maintains good academic standing.
- Coordinate/assist with the employment of successful returning grantees.
- Maintain a list of students applying for and completing this program.
- Maintain a list of students going on to major in agriculture and related fields.
- Maintain a list of students returning to home country.

ADAP Home Office in Honolulu, Hawai'i will:

- Maintain a list of students applying for and completing this program.
- Coordinate the application and admission process when attending UH-Manoa or UH-Hilo, and
 - Maintain grantee's records and files.
 - Monitor grantee's academic performance and report to Directors if problems arise.
 - Assist in the disbursement of scholarship to grantee.

Financial Assistance for an Advanced Degree Studies Program (In-service)

Brief Summary of Problem to be Addressed

Land Grant staff is limited in the ability to expand or strengthen programs and to advance professionally. ADAP scholarships for advanced degrees are made available to meet this need. Financial assistance can be used for U.S. or foreign institutions, but students going to Land Grant colleges are given preference. On-line or virtual or foreign degree programs** are also considered for this assistance.

Objective

To provide limited scholarships for capacity building to each faculty/staff nominated by their Land Grant Dean/Director to earn a Master's (or terminal degree), or Ph.D. in any of the following areas: agriculture, family and consumer sciences, or other related subjects. Funding cannot be guaranteed beyond one year.

Evaluation of Student

The successful completion of the proposed academic degree and return to home institution/government for at least the same length of time as the scholarship, with new skills applied to the satisfaction of Land Grant Director or home government. Priority will be given to those students studying or arising from the areas of agriculture and family and consumer sciences.

Eligibility Requirements (must meet all five)

1. Must meet citizen/residency requirements of the institution where you are applying.
2. Full-time, permanent Land Grant or Department of Agriculture (or the equivalent) employee with a minimum of two years of employment within the institution or government.
3. Commitment to complete academic program goals and return to home institution/government.
4. Scholarships are assured for only one year at a time.
5. Enrollment in an off-island institution (preferably a Land Grant institution) as a full-time student.

Procedures

Application

1. Obtain application from the Land Grant Dean or Director's office at the nearest Land Grant institution.
2. Submit a completed application form (see back of package) along with other required documents on or before the institution's deadline.
 - Admission or acceptance letter from institution.
 - Unofficial copy of all college transcripts.
 - Copy of family health insurance policy.
 - Copy of other financial assistance or scholarships you have applied for.

Selection

1. Land Grant Dean/Director forms internal screening committee, headed by a chair.

2. Committee screens applications with respect to guidelines established by each ADAP institution. Committee makes recommendations to Director who forwards them to the ADAP Board of Directors for consideration.
3. ADAP Board of Directors makes final decision on candidate's application.
4. If selected, Director prepares contract/agreement between student and home institution/government for applicant to sign.
5. Director announce candidate(s) selection in local media.
6. Director informs ADAP Home Office of selection and provides needed information as requested.

Financial Considerations

Standard Scholarships**

This program is a financial assistance program, not a full scholarship. The amount of assistance is determined by the Land Grant Director. The minimum assistance is \$250 per semester.

The Director or their committee may choose to divide the financial assistance among more than one recipient, candidate, or grant program. An applicant will receive support based on or consistent with local and Federal policies, regulations or laws.

Components*

- Round-trip airfare, between home and school.
- Stipend (if applicable).
- Health insurance (grantee should use home institution's health insurance, if allowable).
- Book/supplies allowance not to exceed \$1,000/year per grantee.

*Scholarship does not include support for the grantee's family, except for providing a greater housing allowance.

Nonstandard scholarships

Components

- Flexibility in these programs is at the discretion of Land Grant Dean/Director, but funds must be used in support of the specified grantee and follow USDA guidelines.
- When the ADAP Home Office (UH) administers funds, the standard scholarship components listed above will be used.

Special Considerations with Justification

Requests for special consideration should be submitted to the ADAP Directors. Here are some examples:

- Split-term scholarships.
- Continue scholarship for second degree (within a two year period or beyond years).
- Part-time student while actively employed at home institution/government (i.e. not on study leave).
- Scholarship for dissertation work only.
- Extension of scholarship beyond two years.
- Scholarship for an accredited on-line or virtual university degree.

Responsibilities

Grantee will:

- Provide Land Grant Dean/Director with letter from academic committee chairperson that confirms approved research (if appropriate) and anticipated degree completion date.
- Sign a training agreement or letter of intent with home institution/government.
- Make sincere efforts to complete degree requirements within two years.
- Maintain home institution/government GPA requirement.
- Provide ADAP director of the home institution with general status and progress reports 3-4 weeks after each semester.
- **All current and future employment must be communicated to the local Land Grant Director at the time of application as this may affect the size of your aid.**
- Utilize home institution medical insurance where available.
- Return to home institution/government after completion of studies and serve at least the length of time spent in academic program.
- Reimburse ADAP the total amount of the award, or an amount as decided by the Director, if he/she fails to complete the training requirements, fails to return home after the training, or fails to comply with any of the above responsibilities.

The home country institution will:

- Provide a written breakdown of how the grant money is to be spent and how the grantee can file for reimbursement.
- Provide and execute a training agreement with grantee and file with ADAP Home Office.
- Provide grantee all personnel benefits consistent with institution's policy on study leave.
- Guarantee employment to successful returning grantee.

ADAP Home Office in Honolulu, Hawai'i will:

- Maintain a list of students applying for and completing this program.
- Coordinate the application and admission process when attending UH-Manoa or UH-Hilo, and
 - Maintain grantee's records and files.
 - Monitor grantee's academic performance and report to Directors if problems arise.
 - Assist in the disbursement of scholarship to grantee.

** Students attending foreign institutions will receive the total semester funding in advance of the semester, rather than receiving monthly stipends.

Application for the ADAP Capacity Building Financial Assistance & Scholarship



A D A P
P R O J E C T
Agricultural Development in the American Pacific
Pacific Land Grant Programs

American Samoa Community College | College of Micronesia
Northern Marianas College | University of Guam
University of Hawai'i
Gilmore Hall 112
College of Tropical Agriculture and Human Resources
University of Hawaii at Manoa
Honolulu, Hawai'i 96822
(808) 956-8140 / (808) 956-6967
adap@hawaii.edu

| Applicant's information | | | | | | |
|---|--------------------------------------|-------------------------------|---|------------------------------|--|-----------------------------------|
| Family name | Given name | Middle name(s) | Other name(s) | Social Security # | Sex ___ F ___ M | |
| Current local mailing address | | Street | City | State/Country | Zipcode | Address valid until: (month/year) |
| Permanent mailing address | | Street | City | State/Country | Zipcode | |
| Birthdate (month/day/year) | | Birthplace (city and country) | | Country of citizenship | | |
| Current contact information Home phone () Fax () | | | Office phone () email | | How did you learn about this ADAP program? | |
| Have you received a ADAP educational award before? If so, when and what type? | | | Employer and position title (if currently employed) | | | |
| List in order of your attendance all high schools/colleges/universities in which you have enrolled, beginning with your most recent enrollment. | | | | | | |
| Name of Institution | Location (City, State or Country) | Date | | Major | Degree or Diploma Expected | Date Expected/ Received |
| | | From Mo/Yr | To Mo/Yr | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Current educational status | | | | | | |
| Choose one of the options below. | | | | | | |
| 1) I am in high school in grade (please circle) 9 / 10 / 11 / 12 | | | | | | |
| 2) I am an undergraduate at (institution) _____ in my (please circle) 1st / 2nd / 3rd / 4th year | | | | | | |
| 3) I have a Masters Degree in _____ from _____ | | | | | | |
| Which ADAP Capacity Building Program do you wish to apply for? | | | | | | |
| I would like to be considered for the following ADAP program: | | | | | | |
| ___ Extension/Research High School Apprenticeship Program | | | | | | |
| ___ Candidates Attending a 2 or 4 Year Accredited College Program | | | | | | |
| ___ Advanced Degree Studies Program | | | | | | |
| If accepted, I would like to get a _____ (degree) in the area of _____ at the _____ (institution) | | | | | | |
| References | | | | | | |
| Name | Institution/Position | | | Address/Phone No./Email Add. | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Please answer each of the following questions with a brief essay. Please type, print neatly, or recreate this form in a word processor. Feel free to add pages as necessary.

1) Write an autobiographical summary describing previous educational experience. Also discuss extracurricular activities such as hobbies, particular talents, and cultural interests.

2) Describe the relevance of your proposed academic major or field of study to the development of your institution or home country. In other words, why should ADAP help fund your education?

3) How will the proposed studies contribute to your long-range career plans?

Note: Please make photocopies of all your materials BEFORE they are submitted to ADAP as we cannot photocopy application materials once they are submitted.

Applicant's Certification

I hereby certify that the information I have given on this application is complete and correct to the best of my knowledge, and that I have attended no institution other than those listed on this application. I understand that it is my responsibility to arrange for the forwarding of official transcripts of records from all schools and colleges attended, and that such transcripts and other application materials become the property of the Agricultural Development in the American Pacific (ADAP) Project and will not be returned to me. I also understand that I will reimburse ADAP if I choose not to complete my proposed program, or choose not to adhere to my contract, or choose not to comply with any of the "grantee responsibilities" listed in the program description.

Date _____ Signature _____

For program use only

Review and recommendation of candidate
Date _____