Cooperative Extension System

Annual Report of Accomplishments

2001

University of Idaho Extension

College of Agricultural and Life Sciences

This report of accomplishments covers the period October 1, 2000 to September 30, 2001. Because our internal schedule for reporting has been realigned with the calendar year, some overlap or mismatch may occur. This anomaly has been corrected where possible.

Programs and accomplishments described in this report include those supported by Smith-Lever 3(b) and (c) formula funds as well as those supported by State of Idaho appropriations for Agricultural Research and Extension; other sources of Federal support (Dept. Education, EPA, USFS, HHS, NRCS, other) and State support (Idaho State Department of Agriculture, Department of Environmental Quality, Idaho Soil Conservation Commission) and private support (Idaho Dairymen, commodity organizations, local and State 4-H foundations, etc.). No attempt has been made to segregate accomplishments by funding source, as our resources are not tracked by source through the completion phase of a project.

Contents

A. Planned Programs

I. Goal 1: An agricultural system that is highly competitive in the global economy.

Overview

a. Idaho Extension has significant activity in education related to competitive agriculture. Focus areas include production, carcass quality and marketing of beef cattle; dairy production and dairy animal environment; aquaculture feeding for fish production and water protection; forage quality improvement; improved cropping systems for commodity and non-commodity crops; irrigation and soil fertility management; and invasive species management. Programs reported in this section that might as easily be described in relation to natural resources and environment include home lawn and garden and master gardener programs that focus on pesticide application, water quality protection, and water conservation.

b. In the animal production area, over 2,700 people completed educational programs presented during 260 events, including workshops, shortcourses, field days, farm visits, etc. Of those in attendance, 1,541 (57%) indicated their intention to adopt one or more of the practices presented in the education, and 647 (24%) are estimated to have adopted one or more of the practices within six months of completing the program. Non-formal education was also delivered through more than 34 articles published about animal productivity in newspapers and newsletters.

   In the plant systems area, over 13,500 people completed educational programs presented during 215 events, including workshops, shortcourses, field days, farm visits, etc. Of those in attendance, 8,687 (64%) indicated their intention to adopt one or more of the practices presented in the education, and 5288 (39%) are estimated to have adopted one or more of the practices within six months of completing the program. Non-formal education was also delivered through more than 160 articles published about plant production in newspapers and newsletters, 14 radio and TV interviews and stories, 24 refereed publications, and numerous handbooks, reports, and proceedings.

   University of Idaho Extension identifies its Environmental Horticulture program under goal four (harmony with the environment) because a major emphasis of the program is on environmental protection and enhancement. However, the program is reported here under the topic area of Home Lawn and Garden. In 2001, UI Extension brought environmental horticulture education directly to 10,627 participants. Educational events included Master Gardener and Advanced Master Gardener classes, community lawn & garden workshops, xeriscaping workshops, commercial fruit growers workshops, pesticide safety workshops, pruning workshops, presentations to garden and church clubs, nursery tours, flower and garden shows and demonstrations, and training for county parks departments and retail lawn and garden personnel. Of all attendees at Extension programs, a very high percentage (97%) indicate that they expect to apply knowledge gained to their own behaviors, and nearly 69% are believed to have actually adopted recommended practices.

c. Documented benefits to clientele and stakeholders are identified in specific theme areas, where that data is available.

d. Programs in agricultural systems reached about 13% more people in Idaho than had been identified as the target in the plan of work. Overall, 2001 program delivery was consistent with the plan.

e. Total funds expended for salaries and benefits of 46 faculty FTEs plus administrative and program support operations to deliver programs in goal 1 were $4,896,944 (exclusive of grants received by faculty). The sources of these funds are Federal Smith-Lever (3)b&c ($1,142,433); (3)d ($20,000); State Agriculture Research and Extension Appropriations ($3,595,921), and County appropriations for University Extension ($138,590).

Agricultural Competitiveness & Profitability

We have developed the building blocks for a successful program on improving cow comfort. First, we have conducted a survey that documents inadequate stall design, poor lunging space, and improper stall maintenance. Secondly, we conducted field research comparing old versus modern design free-stalls. Our field research documents a 10% improvement in resting time and a decrease in time spent standing on concrete. Results of the first two phases were presented at our Winter Dairy Forums. The third phase is to evaluate changes in herd performance due to increased resting times during the next fiscal year. Herd size has remained fairly stable on eastern Idaho farms. Expanding herd size is needed to improve competitiveness within the industry and to maintain farm profitability. Our emphasis on free-stall housing is timely since it addresses key concerns for producers building new facilities and expanding herd size.

A to Z Retained Ownership, Inc. Over the last 9 years ranchers have worked cooperatively in an educational program to evaluate the benefits of retaining ownership of their calves through the feeding and carcass phases. Extension Educators, have taken the lead on this program. Participating ranchers have consigned calves to this alternative marketing program in order to obtain individual animal feedlot performance information, individual animal carcass data, and economic evaluation of retained ownership for individual operators and the pen of cattle.

Secondary objectives developed through the A to Z program by the advisory committee include developing a process for selecting a custom feedlot, designing a method to finance custom feeding, investigating marketing alternatives available during the feeding program, developing management strategies which alleviate calf stress, morbidity and death loss from weaning through slaughter, identifying criteria to evaluate breeding programs for the

cow herd, managing risk associated with retained ownership, and custom feeding heifers vs. steers.

Educational methods included: (1) rancher participation through ownership of cattle (2) computer projection of anticipated performance (3) monthly progress reports (4) feedlot tour and update (5) market reports (6) paper hedges to track live cattle and futures prices (7) individual animal, ranch and pen data (8) performance and financial analysis (9) packing house tour and carcass viewing and (10) published summary report. Seventeen people representing 7 ranches attended the feedlot tour and information meeting. Foot and Mouth concerns prevented ranchers from touring Iowa Beef Processors (IBP) packing house to learn about beef carcass grading and observe the carcasses from their cattle.

Cow-calf Management Guide. The cow/calf management guide 2nd edition has been in press for 11 years with updates sent out annually, to date over 5,000 copies have been sold. An editor, 17 specialists and over 20 extension educators have supported this manual. Included in the handbook are 1 CD-ROM, 747 pages and 205 fact sheets.

State Winter Beef Schools. Seven beef producer schools were held that addressed intensive grazing, riparian grazing, marketing alternatives and beef quality assurance. An intensive grazing demonstration project was conducted with results to be shared with producers during the winter of 2002. Producers were also educated on the proposed statewide BQA program. Extension held three classes on injection site training that was well attended and supported by allied industry.

The Producers Pride Value Added Calf program also continues in the area. The multi-county beef school expanded to a district wide program with addition of Idaho Falls as a meeting location. There were schools in Blackfoot, Idaho Falls, Montpelier and Lava. Over 250 producers attended the schools. Additional schools and trainings, especially in Fort Hall which has been a relatively new area on emphasis on beef production, covered topics including extended grazing systems with new forages, cowboy obstetrics, BSE, Foot and Mouth Disease, proper injection sites and marketing strategies.

A workshop on the nutritional requirements of cattle, forage analysis, supplements, body condition scoring and balancing rations assisted producers to improve their feed utilization which reduces the cost of production and improves their productivity. The program was successful with six producers running analysis on their hay and asking for assistance in balancing rations.

Butte County is a high elevation, short growing season area where the risk of crop production disaster from environmental causes is constant. Profitability and economic survival is a constant problem for most farm and ranch operators in the area. With this in mind, we continue investigating and promoting

activities that are more ecologically suited to the area, such as grazing of livestock on irrigated pasture and improved grazing management strategies and tactics for ranch operators on public range, rather than cereal grain production. We are working with interested operators and quasi-public entities like The Nature Conservancy, to demonstrate improved pasture management tactics on range and in irrigated pastures.

a. A to Z Retained Ownership. By attaining the retained ownership objectives mentioned above, ranchers have improved their weaning and breeding programs and developed broader marketing plans. In addition, by retaining ownership on cattle and feeding them within the state, Idaho's economy is enhanced through the generation of additional income through the production of a finished product.

   During the nine years of this program, owners and managers from 117 ranches have consigned 4,674 calves to the retained ownership program, impacting knowledge and improved profits in 26 counties in four States.

   With a new market value grid system in place at IBP, the A to Z Retained Ownership, Inc. Program has taken on the priority issue with the ranchers as a program to remain current with beef industry demands. Improved communications between industry segments have increased technology transfer, marketing efficiency and profitability for all segments. Ranchers have used information they receive from their test cattle to market the subsequent calf crop, either through video and Internet markets or in future retained ownership ventures.

   The Retained Ownership of Feeder Cattle project for 2000-2001 involved 23 cooperating ranches that consigned 517 head of calves (284 steers, 233 heifers) in the calf program. A yearling program was implemented in August 2000 with 4 ranches consigning 175 head of cattle (94 steers, 81 heifers). Sixth-five people representing 17 ranches of the 27 participating attended the year-end banquets and meetings. Participants rated the program highly successful and informative. Ranchers requested that the program continue.

   The Clearwater Valley Beef Alliance continues to operate successfully. Producers in the alliance utilized Internet marketing alternatives to market their calves at a price $.05 per pound higher than comparable calves sold locally.

b. Source of funding includes Federal Smith-Lever (3)b&c funds, State ARES funds, and county appropriations for University Extension .

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:
   (1) State Specific: Programs specific to the needs and audiences in Idaho are included in this program area.

(2) Multi-state extension efforts are a part of this program, including specific collaborations with each of the western states.
(3) Multistate Research not included in this report for Extension.
(4) Integrated Research and Extension is accomplished through several faculty that conduct original investigations in this area, and incorporate the knowledge gained into programs for the learners.
(5) Multistate Integrated Research and Extension is incorporated into this program, specifically. The cow-calf handbook is a specific example.

Animal Production Efficiency

Alfalfa School. In response to stakeholder requests, an alfalfa school was conducted on March 1, 2001. Information about techniques to maximize quality was presented to hay producers and others. In addition to the alfalfa school, an alfalfa poster on quality was presented at a legislative session in Boise and also at the Extension Annual Conference in Sun Valley. Presentations on moisture and pricing forages were given at a regional hay growers meeting in Preston and again at Extension Annual Conference. Hay samples were collected and analyzed as part of a research project being conducted throughout the state. Alfalfa variety trials were planted in August at the Bringham Young University-Idaho farm in Rexburg.

Ultrasound Technology. The use of ultrasound technology in the production of meat animals continues to be a major effort in the UI Extension livestock programs. To evaluate the effectiveness of the program, a comparison was made between carcass evaluation of market hogs in 1989 and ultrasound data from hogs in 2001. The hogs evaluated in 1989 were from 15 local herds. These herds were and continue to be major suppliers of the 4-H market hogs exhibited in 5 counties. The 2001 data is from 455 market pigs scanned at the local county fairs.

There has been an increase in the size of live hog that is desired by the local packer. In 1989 the average size of the hogs evaluated was 223 pounds the 2001 group of hogs was 265 pounds. The major educational effort for the improvement of the hogs marketed began in Twin Falls County. The 2001 hogs evaluated include the animals from Twin Falls and an additional evaluation was done comparing just the Twin Falls County pigs to the 1989 group.

Dairy extension programs improved profitability, competitiveness, and sustainability of large and small dairy operations. Efforts included schools where free-stall design and use, U of I campus research and improving spousal relationships were addressed. Dairy producers were also assisted in risk management options in a series of workshops that discussed dairy options, futures market and forward contracting of feed commodities. Dairy producer study groups helped members improve management as a result of

information sharing at bi-monthly meetings. Dairy advisory committees located in each of the extension districts provided the necessary guidance for extension program direction. Individual dairy operations were aided in key management decisions relating to herd health, productivity, and profitability. Idaho dairy producers were included in several research and demonstration projects to establish new information and management techniques relative to cow comfort and free-stalls.

a. Ultrasound Technology. Since the carcass size has changed significantly, both the 1989 group and the 2001 group of pigs have the fat at the 10th rib and the loin area adjusted to a common 240-pound carcass. This adjustment will allow for a fair comparison of the fat and loin area values. The 1989 group had adjusted 10th rib fat values of 1.19 inches and adjusted loin eye area at the 10th rib of 5.22 square inches. The 2001 group had adjusted 10th rib fat values of .61 inches and adjusted loin eye area at the 10th rib of 6.91 square inches. The 2001 Twin Falls County group had adjusted 10th rib fat values of .54 inches and adjusted loin eye area at the 10th rib of 7.18 square inches.

The significance of this change on all pigs is an increase of 5.57% in percent lean due to the average reduced fat (.58 inches) and an average increase of 4.56% due to the increase in muscle (1.69 square inches) for a total increase of 10.13% in the percent lean produced per pig. The significance of this change for the Twin Falls County Group of pigs is an increase of 6.24% in percent lean due to the average reduced fat (.65 inches) and an average increase of 5..28% due to the increase in muscle (1.96 square inches) for a total increase of 11.53% in the percent lean produced per pig.

There are about 1400 sows in the five county area. If each sow weans 18 pigs and 17 are marketed per sow the total lean produced based on the 1989 average percent lean of 52.64% would be 3,006,797 pounds and the amount of lean on the same number of sows based on the 62.77% of the 2001 group would be 3,585,422 pounds. The difference between the pounds of lean produced at the 1989 percent lean and the 2001 percent lean would be 578,625 pounds of pork. If that lean is valued at an average value of $1.50 the difference in value of product produced is $867,938. In addition to the increase in the value of product produced, the efficiency of production would also increase since the production of muscle is more efficient than the production of fat. The end result is a product, which requires less trimming, and results in a product with higher consumer acceptance.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension .

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:

State Specific: Programs specific to the needs and audiences in Idaho are included in this program area.

(1) Multi-state extension efforts are a part of this program. The ultrasound program is conducted in collaboration with OR and WA.
(2) Multistate Research not included in this report for Extension.
(3) Integrated Research and Extension is accomplished through limited faculty involvement in this area.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Aquaculture

In Twin Falls, Jerome, Gooding, and Lincoln Counties, effluent water quality and waste management continue as high priorities of the Idaho aquaculture industry, as well as aquaculture nationally. Extension efforts include addressing feeds/nutrition and waste system design, individual consultations and facilitating industry efforts to develop a total phosphorous waste load allocation that is a requirement of the mid-Snake TMDL. Another area of importance is managed aquifer recharge, where the previously developed video "The Invisible Drought" and white paper on the Eastern Snake Plain Aquifer are continuing to be used as educational tools to advance people's understanding of the aquifer and recharge issues. A major break through from these efforts was the endorsement of the Idaho Fish & Game Commission of managed aquifer recharge, which increases the probability of aquifer recharge.

a. Growers are using improved feeds and 22 facilities have either upgraded their waste management systems or done a complete reconstruction using the Waste Management Guidelines developed several years ago. Review of water quality data from DEQ indicates that aquaculture producers are meeting permit effluent limitations almost all the time, with only rare exceptions.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension.

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:
State Specific: Programs specific to the needs and audiences in Idaho are included in this program area.
(1) Multi-state extension efforts are a part of this program. The aquaculture program is conducted in collaboration with several other States.
(2) Multistate Research not included in this report for Extension.
(3) Integrated Research and Extension is accomplished through limited faculty involvement in this area.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Home Lawn and Gardening

Water Efficient Landscaping. For the past 10 years, United Water, Inc. and Ada County Extension have offered a 7-week evening program on the 7 principles of Xeriscaping (drought tolerant landscaping). Principles covered are: Soil Improvement, Using Mulches, How to Compost, Drought Tolerant Plant Material, Planning a Landscape Design, Irrigation and Landscape Maintenance. Each year class size increases! Participants this year (per class) were as high 120 on several nights. It is a very popular series of workshops with adaptable information that's extremely pertinent to the arid Treasure Valley.

Vermiculture Training. Eight Master Gardener (MG) volunteers teach vermiculture (composting with worms) to over 600 sixth grade students during Water Awareness Week each year. The students this year were from 70 classes from 30 schools throughout the Treasure Valley. Students attended 20-minute training sessions throughout the day on a variety of subjects. There were 35 training stations available for students, the MG **volunteers manned 2 training stations to teach composting, worm biology**, vermiculture, water conservation and the biology of a compost pile. Students were given printed materials on these subject and were encouraged to handle real "red wiggler" (*Eisenia foetida*) cocoons and adult worms. Worm food, compost and worm beds were also available for the students to feel and view. This is the fourth year that Master Gardeners have joined the Water Awareness Week training effort to teach this subject to sixth graders. Students leave with the basics of composting and vermiculture under their belt.

Master Gardeners (MG). Master Gardeners in Canyon County provided 180 days (1,440 hours) of volunteer service for their training this year. They answered horticultural questions and made field visits, when necessary. Three thousand clientele were assisted. In the Gem County MG Program, 180 hours were returned as volunteer hours. In Ada County, 3,100 hours were donated back to the community with Master Gardeners teaching classes and answering horticultural questions. Eleven thousand seven hundred clientele were assisted in 2000. We expect similar figures for 2001.

a. Total number of people completing non-formal education programs taught for or by master gardeners, focused on sustaining and protecting ecosystem integrity and biodiversity while improving the beauty and usefulness of urban landscapes, lawns and gardens: 6,742.

Total number of people completing non-formal education programs taught for or by master gardeners who plan to adopt one or more recommended practices after completing one or more of these programs: 6,742.

Total number of people completing non-formal education programs taught for or by master gardeners who actually adopt one or more recommended practices within six months after completing one or more of these programs: 4,188.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension

c. Scope of ImpactScope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:
State Specific: Programs specific to the needs and audiences in Idaho are included in this program area.
(1) Multi-state extension efforts are a part of this program. The aquaculture program is conducted in collaboration with several other States.
(2) Multistate Research not included in this report for Extension.
(3) Integrated Research and Extension is accomplished through limited faculty involvement in this area.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Invasive Species

Experimental bio-control (*Sclerotinia sclerotiorum*) trials have been established on Canada thistle in south central Idaho. Plots from last year's bug-bombing project continue to be monitored. Herbicide control of leafy spurge has met with limited success in north central Idaho. Consequently, studies using cashmere and Spanish goats for grazing leafy spurge were established and monitored. First year results from this study are very encouraging. Similarly, in north central Idaho, previous trials with sheep grazing for control of spotted knapweed have had mixed results. Extension has responded with the establishment of goat grazing trials for spotted knapweed, as well. First year results confirm that plants can be defoliated and deflowered by managed goat grazing at different times in the growing season.

Butte and southern Custer County are infested with several exotic plants. The most widespread and damaging is Leafy Spruge (*Euphorbia esula*). We have been involved in a long-term cooperative program, with federal land management agencies and landowners to develop and implement integrated control of Leafy Spurge. During 2001, we continued the process of formalizing and expanding this cooperation with the Lost Rivers Coordinated Weed Management Area. Part of this long-time cooperative relationship has been the introduction of the bio-control agent, *Aphthona nigriscutis*, a flea beetle that attacks leafy spurge. During the last fiscal year a major local collection and public education effort was made that distributed approximately 150,000 of these insect, conservatively valued at $15,000. These were distributed to remote infestations using a USFS

helicopter. Two tours on integrated control of leafy spurge and spotted knapweeds were also held and attended by approximately 50 operators.

The bio-control program has been so successful that large areas that had been effectively abandon to solid stands of Leafy Spurge are now re-vegetating with a more normal collection of species. We successfully applied for and received a $30,000 grant from Idaho Department of Agriculture for FY01 to use a helicopter to re-distribute the flea beetles to area that are highly inaccessible, and to produce an instructional video tape on collection and distribution of flea beetles to manage Leafy Spurge, improve and upgrade mapping technology and equipment, provide public educational facilities and train high school student in plant identification and GPS technology.

a. Biocontrol insects were distributed by helicopter to 120 remote locations, at a cost of approximately $20 per site, with a projected possibly one-time treatment cost of $7.50 per acre compared to conventional treatments costing up to $150 per acre in similar terrain, and requiring re-treatment ever 2-3 years. The projected first-year savings using this technology on only the pilot sites is $47,500. Evaluation of insect establishment was conducted for 10% of the pilot sites treated in 2000, and 60% were found to have established.

   In Nez Perce County, an increasing number of small acreage crop producers and ranchers are planting more competitive grass species as an IPM practice to manage yellow starthistle and other problem weeds.

Extension and the County Weed Superintendent facilitated the Minidoka County Cooperative Weed Management Area committee meeting. About 15 people were in attendance representing farmers, county, state, and federal agencies. The purpose of the meeting was to explain the goals of the CWMA and determine project priorities for the coming year. Projects that were decided upon included education, biological control of Canada thistle, mapping weed sites and progression using GPS/GIS, and mechanical control of Scotch thistle on the Snake River.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension.

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:

   State Specific. Programs specific to the needs and audiences in Idaho are included in this program area.

   (1) Multi-state extension efforts are a part of this program. University of Idaho Extension is an active participant in national and regional invasive plants

programs, including agency training and coordination programs, in cooperation with the western regional noxious weed management group.
(2) Multistate Research not included in this report for Extension.
(3) Integrated Research and Extension is accomplished through faculty involvement in this area, including the research on biocontrol insect introductions and survivorship.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Niche Market

State critical issue funds were granted for a new educational program in District III to assist potential specialty food business entrepreneurs. A team of Extension specialists and educators developed a one-day training held in conjunction with the already successful Southern Idaho Farm Conference. Twenty-five participants from Parma to Hailey to Burley attended this one-day session in Twin Falls. Some attendees already had developed some value-added food products they were selling, primarily at Farmer's Markets. Others were interested in learning whom to contact regarding their food product idea and how to get started. This was an outstanding partnering opportunity with the Small Business Development Center, CSI; Idaho Department of Agriculture, Health Department, Small Business Administration, the local Farmer's Market and a successful Idaho food producer, Litehouse Foods. All these agencies and the business provided speakers for the program. An important component of the workshop was a binder of reference materials from speakers and agencies provided to each attendee.

a. Evaluations of this pilot workshop were positive, with a mean score of 4.71 (scale of 1 to 5 with 5 being "excellent"). Participants rated program objectives being met, organization, clear and valuable presentations, visual aids, answers to questions and usefulness of materials. The overall program evaluation averaged 4.68. When asked if participants would attend another program targeted the specialty food business owners, 75% said they would. When asked what one thought, fact or idea they would use soon, food safety and health regulations were mentioned by 50% of the respondents.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension.

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:
State Specific. Programs specific to the needs and audiences in Idaho are included in this program area.
(1) Multi-state extension efforts are a part of this program. University of Idaho Extension is an active participant in a Pacific Northwest consortium (predominantly with WA) to provide education to non-traditional farmers.

(2) Multistate Research not included in this report for Extension.
(3) Integrated Research and Extension is not a significant part of this program area.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Plant Production Efficiency

A two-day irrigation water management training course was developed by AGRIUM for the J.R. Simplot Corporation fieldmen. A private sector partner from Denver helped to develop the course and select speakers. Approximately 4 hours of materials were presented on the basics of irrigation water management, types of surface and sprinkler systems and management alternatives possible with each, and did a demonstration on water flow through uniform and layered soils. The fieldmen each received a copy of the text on Irrigation Management that was developed for high school vo-ag students. This project will be repeated with other groups as a way to effectively multiply efforts in reaching farmers.

For the past 8 years in Elmore County, water mark sensors have been used to generate the baseline information on irrigation scheduling in potato fields. A growers' data obtained at the IHSS international meeting in Boston, Mass was adapted to fit with the NRCS conservation plans.

Washington County Extension continued irrigation scheduling and nutrient management studies using soil sensors and monitors, and delivered a variety of educational programs to local cooperators and collaborators. The Second Annual University of Idaho Sugarbeet Conference was held on the College of Southern Idaho campus on January 11 and 12, 2001 with nearly 600 in attendance.

During late January and early February, a series of four cereal schools were held in southeastern Idaho. A total of 340 participants were involved. Topics in each school identified specific problems growers faced in each area. Speakers, specialists and company representatives gave their research data handling the problems producers faced.

Bear Lake County Extension and Weed Control Office hosted a weed and crops educational tour for producers. The 2001 tour consisted of a grain tour discussing barley and wheat production in the county.

Extension conducted the annual University of Idaho Potato Conference. Seminars and workshops covered a wide range of topics including controlling volunteer potatoes, green peach aphid management, blackspot bruising, disease control, and many other topics of interest to the potato industry. Total attendance at this conference was 1208.

The 2001 Cereal Symposium drew 93 participants to Burley to learn new information about cereal varieties, nitrates in the environment, 'Cerone' on barley, 'Quadris' on malt barley, pesticide updates, growth and management of cereals from planting to harvest, and straw burning problems and procedures.

The Southern Idaho Bean School and Trade Show was conducted to keep producers and agriculture professionals abreast of new technologies, markets, and politics of the bean industry. It was well attended and program evaluations indicated that it provided attendees with valuable and useful information.

In Canyon County, the Southwest Idaho Forage School featured speakers discussing silage and hay production, silage safety, and forage quality. A pre- and post-test showed a significant increase in knowledge after participating in the school.

The field crop extension education program in Lewis/Idaho Counties is focused on crop tours, workshops, cereal schools, and research and demonstration plot work. Crop tours fulfill the "need to see it to believe it" impulse of farmers. They also provide a good vehicle for non-farming participants to better understand agriculture on the Camas Prairie. Cereal schools and workshops provide an opportunity for growers to update their knowledge about productive, profitable cropping systems.

a. Growers and seed dealers have better knowledge of variety performance as indicated by inventory of seed provided by dealers and acreage planted to new varieties.

Small grains industry in SW Idaho has recognized the UI Cooperative Extension Small Grains Program as a credible source of information for small grains production based on calls received and response to the *Cereal Sentinel* newsletter.

Fall planting of spring cereals is beginning to be recognized for its potential for markedly improving yield based on grower interviews. The irrigation training course multiplied the value of education by training professionals. Properly trained fieldmen can reach a much larger audience on a daily basis than is possible directly through the Extension System.

As a result of the Elmore county irrigation scheduling project, growers are reporting energy and water savings. As a result of Extension programs In Washington County, NRCS has included soil sensing equipment as part of their cost share items, and an increasing number of growers and other extension educators are now using these sensors.

Producers attending the Bear Lake program learned about soils and water holding capacity to better understand irrigation principles and practices, fertilization of grains, best time to cut grain for forage rather than a grain crop, and the stages of grain growth to better time herbicide applications. Of the 33 people that attended the tour, all of the producers were exposed to ideas on how to improve irrigation and fertilization on cereal grains. At least 5 producers are known to have changed irrigation practices because of participating in the tour.

An education seminar, "First Annual Chickpea Forum," held in Nez Perce County provided useful information to 125 growers. A class questionnaire indicated that 99 percent of attendees will likely use information in their business or farm activities that they learned at this meeting.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension.

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:

State Specific. Programs specific to the needs and audiences in Idaho are included in this program area.

(1) Multi-state extension efforts are an important part of this program.
(2) Multistate Research is not included in this report for Extension.
(3) Integrated Research and Extension is a significant part of this program area. Specialist Faculty participating in plant production efficiency are all funded through joint appointments to UI Extension and to Idaho Agricultural Experiment Station.
(4) Multistate Integrated Research and Extension is incorporated into this program, through multi-state variety trials (CO), STEEP (WA), and other efforts.

Precision Agriculture

In cooperation with the Idaho Department of Water Resources and local cooperators, Fremont County Extension created software designed to allow farmers to easily apply scientific irrigation principles in their fields. This software has been distributed throughout the state. Farmers have commented about the ease of use of the software, and it has been a valuable tool to help educate farmers on scientific irrigation methods. Grant funds were used to buy AM400s (field computers) and watermark moisture sensors. This equipment is loaned to the cooperators. The sensors and computer help farmers determine moisture levels. The equipment graphs the last month's information and allows the farmers to look at the graphs as they visit the fields. These graphs are downloaded into the farmer's computers and studied to improve best management practices.

a. The Fremont County program is currently running in four counties. A new group of farmers has already signed up to borrow the equipment for next year. When this program was shared with the State Scientific Irrigation System Committee, the Idaho Department of Water Resources began implementation of the program across the state.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension.

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(3) Integrated Research and Extension is part of this program area.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Rangeland/Pasture Management

Programs in rangeland and pasture management are identified in a number of other Key topic reports, and are not repeated here.

Risk Management

Inside Beef Retained Ownership. Inside Beef Retained Ownership and Risk Management program involved 65 livestock producers and carcass collection on 472 individual animals. Worked with two feedlots to provide participants with live animal performance and carcass data on their cattle. Discussed marketing, feeding strategies, hedging and retained ownership strategies with individual producers in group settings and one-on-one meetings. Risk management analysis and implementation of a risk management plan was presented to participants to increase their knowledge of risk management tools that are available to producers. This is a multi-state effort with cooperation the University of Nevada. Some of the producers in the Inside Beef program are from Nevada.

A total of 45 producers took part in the Canyon County Inside Beef program which began in October 2000 and met monthly through August 2001. The program provides producers the opportunity to experience retained ownership as an alternative means of marketing their beef calves. The program utilized the simulated marketing of 10 contracts worth of cattle each month. Simulated marketing was done based on data and actual market information from previous years. The producers had the opportunity to make marketing decisions and were allowed to follow the results of their decisions at each of the meetings. In addition to marketing exercises the

producers received training in other areas of interest during each meeting. Other topics included the use of ultrasound technology in making marketing decisions, determining the cost of production, using the university enterprise budgets, beef cattle carcass evaluation and grading and pricing of beef carcasses using the IBP grid system.

The "Southwest Idaho Milking School" (presented in English and Spanish) was the result of a suggestion by the Dairy Extension Advisory Committee for District II. Other Extension educational efforts included risk management, and reproductive management of lactating cows and nulliparous heifers. Individual Idaho dairy producers were assisted in management decisions regarding udder health and milk quality, calf raising, nutrition, water quality, and forage harvesting alternatives. Idaho dairy producers were included in a multi-state research project to establish new recommendations regarding the simultaneous thawing of multiple semen straws to facilitate the artificial insemination of large numbers of cows in a reasonable time frame.

Dairy Options Pilot Program. The Dairy Options Pilot Program for dairy producers is a program that is administered by the Risk Management Agency of the USDA. The required educational component of the program has been organized and provided by University of Idaho Extension Educators and Specialists. The program was provided for the producers in three south central Idaho counties. The three counties were selected by RMA as pilot program counties. The educational programs which emphasized determining cost of production, understanding futures and options, understanding basis and understanding marketing were offered at Twin Falls and Gooding. The Dairy Options Pilot Program (DOPP) was also presented to the dairy producers in eastern Idaho, attracting 30 participants in two target counties, and in southwest Idaho, where it worked with 20 cooperating producers.

Producers have had the opportunity to improve their management skills by attending workshops and seminars on a wide range of subjects, many of which were suggested by advisory committees or direct clientele input in the program planning process. The willingness of clientele to attend farm management and risk management workshops and seminars indicates that they are interested and find workshops and seminars useful; otherwise, they would be doing something else with their limited discretionary time.

a. Individual producers have used the Inside Beef Retained Ownership program to gain experience in feeding cattle to finish and working with feedlot owners and packing plants. Several have moved from small placements to feeding all their cattle in commercial feedlots. This gives them the opportunity to realize genetic potential of their cattle from ranch to the packing plant. In addition the Nevada and Idaho groups participated in

monthly meetings to discuss risk management using futures and options. Risk management education was also conducted on the cattle being fed to demonstrate the influence of risk management on feeding profitability. Evaluations at the conclusion of the Canyon County program indicated an increased level of understanding of marketing options and a high level of anticipation to adopt the practices taught in the program.

Of twenty-three dairymen participating in the south central Idaho Dairy Options Pilot Program, 80% indicated that would adopt the information presented. While only three producers from the Eastern Idaho area actually traded on the options market, sincere interest has been generated to provide futures and options training in the coming year. Overall, the past year saw participation in Idaho at the highest level in the country.

Through the WIRE/FINPACK program ranchers have been educated on modern management techniques in planning, goal setting, budgeting, analyzing alternatives, implementing plans and assessing the suitability of those plans into the future. Through the DOPP program dairymen have had education in risk management strategies and how to apply those to their operations to reduce risk exposure. Increased awareness of risk, management skills, farm/ranch planning was demonstrated for 926 participants in workshops and shortcourses.

b. Source of funding includes Federal Smith-Lever (3) b&c funds, State ARES funds, and county appropriations for University Extension.

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:

State Specific. Programs specific to the needs and audiences in Idaho are included in this program area.

(1) Multi-state extension efforts are a part of this program. University of Idaho Extension is an active participant in a number of risk management projects with adjacent States.
(2) Multistate Research not included in this report for Extension.
(3) Integrated Research and Extension is not a significant part of this program area.
(4) Multistate Integrated Research and Extension is not incorporated into this program, specifically.

Small Farm Viability

Educational programs conducted on commercial horticulture, environmental horticulture (both by Master Gardeners and by Extension professionals) and small scale farm production, management, and marketing. Impacted the following numbers of program participants during 2001:

a. Total number of people completing non-formal education programs on sustaining and protecting ecosystem integrity and biodiversity while improving the productivity of the horticulture industry: 2,516.

Total number of people Who plan to adopt one or more recommended practices after completing one or more of these programs: 2,516.

Total number of people Who actually adopt one or more recommended practices within six months after completing one or more of these programs: 2,082.

b. Source of funding. Funding for these programs includes; Smith-Lever Act funds, State ARES funds, and County appropriations for University of Idaho Extnsion.

c. Scope of Impact. Identify which of the following apply to the activities conducted under the Key Theme:

State Specific Programs specific to the needs and audiences in Idaho are included in this program area.

(1) Multistate Extension is not a significant part of this program area.
(2) Multistate Research is not addressed in this report of Extension activity.
(3) Integrated Research and Extension is not significant in this program area.
(4) Multistate Integrated Research and Extension is not incorporated into this program.

Urban Gardening

Programming in this topic is reported under the section on home lawn & garden.

I.Goal 2: A safe and secure food and fiber system.

Overview

A priority goal of the UI Extension Food Safety program is to improve food safety by reducing food borne risks and promoting safe food handling practices for Idaho consumers, food providers, and food processors. A second goal of the program is to promote a safe, affordable, and adequate food supply for Idaho consumers.

Food safety information is delivered to Idahoans via the following programs and activities:

1) The Master Food Preserver/Food Safety Advisor program trains extension volunteers with expertise in food safety and preservation topics.
2) ENP and EFNEP provide food safety lessons (about 20% of lessons taught) to low income audiences.
3) Food safety for foodservice employees is offered to restaurant, school lunch, and adult care center workers. It is also offered in high school technical/vocational programs which have foodservice opportunities (Practical Food Safety for Food Service Supervisors/Workers (PFSFSS) Program)
4) Food safety for youth is taught in EFNEP and ENP, in baby-sitter classes, 4-H programs, and the new *Germ City* exhibit.
5) HACCP training for food industry employees.
6) A food safety workshop for developing new food entrepreneurs.
7) Newsletters and newspaper articles.

UI Extension food safety goals are addressed through educational programs that teach and motivate people to adopt recommended behaviors including:

Increase use of cooling strategies to ensure safe food.

1) Decrease disease by proper washing of hands, sanitizing, and washing dishes and utensils.
2) Increase use of safe food preparation and service practices.
3) Avoid cross-contamination of foods, rodents and insects, and poisonous materials.

For commercial audiences, educational programs increase the use of hazard analysis and critical control point concept by food providers and processors as a method for reducing the incidence of foodborne illness. Educational outcomes include:

Increased understanding of the regulation and safety issues regarding chemical food safety including pesticide residues and naturally occurring toxicants in food products.

1) Increase knowledge of proper food processing techniques in the food industry.
2) Decrease product loss and increase use of by-products in the food industry to maintain economical food supply.
3) Promote safe home handling of food products

a. Food Safety Programs – FY01 Summary of Participation

	Number of people
Food safety extension volunteers trained or updated (Master Food Preserver (MFP) Program)	137
Food safety contacts made by MFP volunteers at booths, fairs, phone calls	6,995
General food safety and preservation program participants (not MFP)	441
Food service worker training (PFSFSS program)	473

b. Specific program outcomes, where available, are described in appropriate sections, below.

c. Programming effort and accomplishments in food safety are consistent with our 5-year plan of work. Planned goals and objectives continue to be addressed as outlined in that plan.

d. University of Idaho Extension invested 4.14 faculty FTEs in food safety during FY-2001 ($261,382 salaries and benefits). In addition, significant contributions are made to the food safety program by nutrition advisors, and administration of those employees). The total estimated investment in food safety includes $566,113. The total investment includes resources from Smith-Lever (3)b&c ($13,666), and d ($384,828); State appropriations for agricultural research and extension ($226,042), and county appropriations for University Extension ($1,577).

Of the $402,514 total resources invested; approximately $76,478 arise from Smith-Lever formula funds, $241,508 are State-appropriated funds for Agricultural Research and Extension, and $84,528 county-appropriated funds for University Extension. Additional resources also are used to further food safety education, including funds for EFNEP and the Extension Nutrition Program. However, as food safety is a secondary purpose of these nutrition education programs, the resources are directly attributed to those programs in the health and nutrition section of this report.

Food Accessibility and Affordability

Significant efforts in this focus area are addressed through our EFNEP and ENP programs, and are described under human health and nutrition.

Food Handling

Food Safety for Those Preparing and Serving Food to Others. The Practical Food Safety for Food Service Supervisors/Workers (PFSFSS) workshop (developed cooperatively between Cooperative Extension and the Idaho's Food Protection Program in 1994-5) provides food safety instruction to those who work in restaurants, school food service, senior centers and so forth. Successful completion of the PFSFSS exam provides the participant with an Idaho Department of Health and Welfare approved certificate (required of at least one employee in each foodservice establishment). The PFSFSS workshop is also offered to high school students via collaboration with their FCS teachers.

a. The PFSFSS program resulted in the following outcomes for 2001.
38 food service workers took PFSFSS and received certification.
435 high school students participated in PFSFSS; nearly 400 received certification.
Three extension faculty have revised the PFSFSS curriculum to target it specifically to high school students.
Portions of the PFSFSS curriculum also are taught to those needing shorter training sessions or updates:
31 food preparers received food safety for food service training in 4 abbreviated workshops.

b. Funding for the PFSFSS program are derived from Smith-Lever, State appropriations for Agricultural Research and Extension , and county appropriations for University Extension. In addition, several small grants from State and private sources have been applied to this program.

c. Scope of Impact.
The majority of this program is targeted to State Specific audiences and outcomes.
(1) A significant portion of the expertise, curriculum, and methodology used for this program arose from collaborations with Western region and National Extension System partners.
(2) Multistate Research is not included in this report.
(3) Research about adult learning is integrated with Extension in the PFSFSS portion of the program.
(4) Multistate Integrated Research and Extension is not significant, except as described in (2) above.

Food Resource Management

Managing food resources is a component of both EFNEP and ENP programs, and is reported under the appropriate sections.

Food Safety

Food Safety and Preservation Training and Volunteers. Master Food Preserver/Food Safety Advisors is a statewide program that offers intensive (30 hrs) of training in food safety and preservation to interested consumers. This program provides a source of community members knowledgeable about food safety issues and a source of volunteers to help extension educators provide food safety information.

Food Safety and Low Income Audiences. Food safety lessons are taught to low-income consumers as part of the Extension Nutrition Program (ENP) and Expanded Food and Nutrition Extension Program (EFNEP) in conjunction with nutrition lessons. About 20% of the lessons are food safety related. For example, in District I, about 230 food safety lessons were taught with the following behavior changes recorded:

Food Safety and Youth. Food safety programming for youth includes lessons taught in babysitter training, after school programs (for example, hand washing is taught prior to the "Bread in a Bag" project and other food preparation projects), 4-H camps and boys and girls clubs. The food service food safety training taught in high schools (discussed earlier) also targets youth.

This year a new curriculum, the *Food Safety Advisor Handbook* from Washington State University, was adopted for this program.
Less intensive food safety and food preservation programs were also taught to Idaho consumers at libraries, church groups and other consumer settings: 637 people participated in 33 food safety and preservation programs throughout Idaho.

In Adams County, a non traditional audience, county jail inmates, received food preservation training. They requested food preservation because they had a garden and wanted to learn how to preserve the foods they grow and felt the information would help them when released.

A major accomplishment this year has been working with the Department of Public Health regarding the "Practical Food Safety for Food Service Supervisors". A local Health Department environmental specialist mentioned that he didn't have time to assist high school FCS classes by teaching the certification course and administering the test. Extension assumed this responsibility on a trial basis in several pilot counties. Extension faculty visited with the state certification manager to negotiate an agreeable relationship.

Extension faculty developed a curriculum tailored to high school FCS classes statewide, in collaboration with vocational bakery and food service programs. This year, 220 students at 5 District III high schools attended the course and 186 successfully passed the state Food Safety Supervisor

Certification test with a 70% or higher score. This represents an 85% passing rate.

Jerome County youth receive food business training at the local high school and operate a small food business. Extension family and consumer science educators offered the Extension course "Practical Food Safety for Food Service Supervisors" at the high school in March and again in September.

"Got Calcium?" was presented in six schools and in three summer programs, in District III by ENP Nutrition Advisors and FCS Extension Educators. Proper hand-washing is one of the lessons taught. The "Glow Germ" and ultraviolet lamp are used making this one of the favorite activities with students. One thousand eighteen students have enrolled in the Extension Nutrition Youth Program this year. Forty five percent of the students are Hispanic.

As a result of a Critical Issues grant, a hand-washing exhibit, *Germ City*, was constructed during May and June. This interactive exhibit will target youth and families to provide information about the importance of hand washing, provide immediate feedback on hand washing technique, and hopefully motivate behavior change. It will be pilot-tested in FY02.

a. 62 new Master Food Preservers (MFP) were trained in Idaho 75 previously-trained MFPs were given food safety update information In District III, MFPs provided over 250 hours of volunteer time, contacting 1715 men and women with accurate and timely food preservation and safety information at fairs, information booths, pressure canner gauge testing clinics and phone call contacts. In District II, the number of contacts was 2,950.

Results from food safety education evaluation with low-income audiences indicate that:

The number of program graduates who wash and sanitize kitchen utensils and surfaces increased from 33% entry to 85% at exit. The follow-up evaluation showed 81% still practicing this behavior change.
The number of graduates who cook meat, fish, poultry and eggs thoroughly increased from 34% at entry to 85% at exit. The follow-up evaluation showed 100% still practicing this behavior change.
The number of graduates who wash their hands in warm, soapy water before preparing food increased from 36% at entry to 90% at exit. The follow-up evaluation showed 73% still practicing this behavior change.

In District III, 224 youth received food safety information in baby-sitter training or school programs. Also in that destrict, eighty-eight of ninety-three high school students trained in the food satefy for food handlers course were able to successfully pass the course at the end of the training and received their food safety and sanitation supervisor certification.

The jointly sponsored University of Idaho/Washington State University *9th Annual Food Safety Farm to Table Conference* was held at the Best Western University Inn, Moscow, May 30-31, 2001. The Extension Food Safety Specialist presented a paper to the 70 participants at this conference, *Communicating Food Safety Realities to Consumers*.

Consumers recognize the UI Extension Office as a reliable source of information for food safety and food preservation information. For the first time in 25 years, two Master Food Preserver courses were held in District III during the summer and fall of 2001. Due to facilities limits, class size was restricted to 6 participants and both classes were full. This doubled the number of active Master Food Preserver volunteers in District 3.

Family and Consumer Science Extension Educators assumed responsibility for a monthly food preservation column that a Master Food Preserver with a journalism degree had been writing for about 2 years. This column appears in the Twin Falls *Times News Ag Weekly* with a reported circulation of 33,000 in delivered and newsstand copies. Extension had been trying unsuccessfully for a presence in this publication for several years, so assuming column responsibility has been beneficial. Our first 5 columns were "on spec" and we were now approved to continue providing the articles for this major area newspaper.

The Blaine County program in food safety centers on the production of healthy, safe plant products including traditional agriculture products, specialty crops, and home gardens. Sanitation and control of food borne illnesses during food production, safe and effective harvesting techniques, and safe post harvest handling are stressed. Food preservation information, provided by District III family and consumer science faculty and Master Food Preservers, is presented at local sites.

The Cassia County FCS Extension Educator has responsibility for district programming in food safety and food preservation. A new curriculum was adopted for the "Master Food Preserver" course. Time was spent in developing promotional materials, a scholarship plan that was shared with other counties, and engaging media coverage as well as preparing the binders of educational materials. The cost of the course materials is $80, and this naturally limits the number of people who are willing to take the course and volunteer time as well. Extension Educators and Master Food Preservers teach the courses.

In Gooding County, a concerted effort was made this year to recruit volunteers to take the Master Food Preserver course. The Extension Educator especially wanted to reach organizations where the information could be readily available to all members of the organization. She also

wanted to reach those persons who would be in a position to reach the young homemakers with food preservation techniques since for the most part women are not learning proper food preservation techniques from their mothers. She mailed out 21 MFP brochures to church groups, distributed over 30 copies through their office handout table and to interested others. In addition, she made numerous telephone calls. She offered scholarships from a surplus she had from selling Ball Blue Books (an approved canning resource). Although there were many who expressed an interest, it was narrowed down to two volunteers who would commit the time and money required. These two were excellent candidates for training, and doubled the number of Master Food Preservers in Gooding county. Both women have a desire to teach food preservation to their friends and neighbors, and especially to younger women. Both women have been doing food preserving for years, enjoy it, and wanted to know the correct techniques to give others. They will be a definite asset to the food preservation knowledge in this county. The Extension Educator presented a program to a church group on "self reliance" including information on food preservation and the need to use tested, up-to-date instructions and proper equipment.

In Minidoka County, the addition of three newly trained Master Food Preserver volunteers, as well as a newly trained Extension Educator, has greatly enhanced the ability of county residents to receive updates and safe food preservation information. Just the presence of these individuals has caused an increase in the number of calls and contacts to the local Extension Office. The FCS Extension Educator completed the Master Food Preserver training and she felt it greatly enhanced her knowledge of food safety and food preservation issues. Minidoka County also sponsored a pressure canner gauge testing clinic for the first time in several years. In addition to the safety aspect of home canning equipment being tested, valuable contacts were made in the community and current publications were available for sale. Many new contacts were also made through Master Food Preserver information booth at the Minidoka County Fair.

The Minidoka County Extension website was published this year. Canning tips are available on links that contain information for preserving fruit, vegetables and tomatoes. Many personal contacts and phone calls have been referred to the website where local food preservers can download copies of current USDA recommendations. A salsa canning demonstration was also held for office staff. Not only did they learn the techniques for canning but also many food preservation safety tips that will enable them to better direct calls from the public.

In Twin Falls County, the FCS Extension Educator always tries to answer clientele in a timely manner, which is very important to them. She reports that many times consumers call when they are right in the middle of

canning, freezing or drying. However, most clientele are very appreciative of the information given to them when they need it.

This year, the District III Master Food Preserver volunteers reported contacting 1385 men and women with accurate and timely food preservation and safety information at fairs, information booths, pressure canner lid testing clinics and presentations as well as by individual and phone call contact. The 18 Master Food Preservers who reported volunteered a total of just over 226 hours to this Extension program.

In addition, over 600 food preservation and safety calls were handled through the Blaine County Extension Office. Minidoka County Volunteers answered questions and distributed publications to over 150 individuals in four days. Twin Falls County handled about 250 food preservation calls this past year and has shared over 500 copies of "Plating It Safe, A Market-to-Mealtime Checklist to Help Keep Food Safe" and "A Safe Food Handling Guide".

b. Sources of funding for UI Extension food safety programs include Smith-Lever formula funds, State appropriations for Agricultural Research and Extension, County appropriations for University Extension, and a portion of funds for EFNEP and ENP (the food stamp nutrition education program).

c. Scope of Impact for Idaho Extension food safety program is:
State Specific, for the most part.
Multistate Extension is relevant to this program as faculty collaborate with their counterparts to develop their skills, knowledge, and programs to respond to food safety issues.
Multistate Research is not included in this report of Extension activities.
Integrated Research and Extension is not significant in this program area.
Multistate Integrated Research and Extension is not an important component of this program area.

HACCP

Workshops for Industry, Entrepreneurs, and Food Safety Professionals.
Food Processing Specialist, provided HACCP (Hazard Analysis Critical Control Point) workshops for Idaho food industry personnel.

a. Four 16-hour workshops were attended by 53 participants representing 24 Idaho companies. One 4-hour workshop was attended by 10 participants representing 7 companies. Participants completing the program demonstrated increased knowledge about HACCP topics.

b. Sources of funding include Smith-Lever, State and County appropriations for University Extension, and were partially offset by registration fees paid by students participating in the program.

c. Scope of Impact:
State Specific audiences are the primary target of this program.
Multistate Extension was not reported as a part of this program.
Multistate Research is not included in this report.
Integrated Research and Extension is not significant in this program.
Multistate Integrated Research and Extension is not a part of this program.

I.Goal 3: A healthy, well-nourished population.

Overview

Health education and human nutrition education delivered through University of Idaho Extension is largely integrated into our program area of human health and nutrition, and is reported only once in this document under the heading "human nutrition." These programs include nutrition education related to a variety of health issues including significant efforts related to diabetes, osteoporosis, eating disorders, sports nutrition, etc. These integrated programs are described in the following section on human nutrition.

a. A significant highlight of UI Extension programming in human health and nutrition is the integrated nature of the educational programming. Extension FCS educators and specialists work together to deliver a program consistent with a well-focused plan of work.

b. More than 78,600 residents were contacted through human health and nutrition programs delivered by University of Idaho Extension. Specific outcomes of those educational contacts are described below. Participant outcomes range from making more informed consumer choices to adoption of methods to prepare meals consistent with specific health considerations.

c. UI Extension has surpassed its targets for contacts and for practices adopted, as laid out in the 2000-2005 Plan of Work.

d. University of Idaho Extension expends a total of $1,097,470 for six full-time faculty equivalents, numerous paraprofessionals, personnel management, and operating expenses in health and nutrition. This investment is supported by funds from Smith-Lever (3) b&c ($6,103); Smith-Lever (3) d and the Food Stamp Nutrition program ($628,136) State appropriations ($445,134) and county appropriations for University Extension ($18,097). Overlap between programs reported under this goal (3) and programs reported under goals 2 and 5 (particularly family resource management) make partitioning of resources somewhat subjective.

Human Health and Human Nutrition

EFNEP and ENP

The University of Idaho Extension System participates in two nutrition programs for limited income audiences, the Expanded Food and Nutrition Education Program (EFNEP) and the Extension Nutrition Program (ENP). Both programs have similar education packages, but they have different funding

sources. They provide nutrition, food safety, and resource management education on two levels. At the first level, food stamp recipients or those eligible for food stamps are contacted through recruiting activities. These are called one-time contacts and contain nutrition, food safety, and budgeting messages. At the second level, individuals enroll in the EFNEP or ENP series of educational lessons and graduate when they have completed a minimum of 6 lessons.

Tables 2 & 3 list the inputs, outputs, and outcomes of the EFNEP and ENP programs, respectively. In Table 2, the outcome data for the adults is based on the 452 graduates of the program. Youth outcome data comes from the 255 individuals that completed a 4-H Foods & Nutrition project.

The University of Idaho Extension System meets the two goals and objectives listed under Well-being: Nutrition and Health by: (1) participating in two Federally funded programs – Expanded Food Nutrition Education Program (EFNEP) and Extension Nutrition Education Program (ENP); (2) conducting research projects – TEAM Nutrition and Diabetes In Idaho; and (3) teaching classes, disseminating information in various media, and forming coalitions throughout the state.

The program (EFNEP, ENP, Nutrition & Health) inputs (# of extension educators, nutrition advisors, and counties) and outputs (total number of contacts/participants) from the EFNEP, ENP, and statewide classes are listed in Table 1. During the FY2001, the Idaho Extension System had 78,614 contacts and/or participants that were involved in the MPT Goal 9 Well-being: Nutrition and Health. (NOTE: The participants in the TEAM Nutrition and Diabetes in Idaho research projects are already counted in class participants.)

Team Nutrition research project

Team Nutrition was a statewide project conducted by three extension educators and one nutrition advisor. Team Nutrition is a nutrition education program developed by USDA for elementary-school students. A series of 8 nutrition classes were taught in 11 elementary schools to 273 students in 4^{th} through 6^{th} grade. The outcomes show that a very high percentage of students, 88%, were able to correctly classify foods into the correct food groups and that they made significant changes in their food choices; i.e., choosing milk over soda and lower fat items such as popcorn over potato chips and baked chicken over chicken nuggets.

Diabetes Research Pilot Project

There were three classes in the Diabetes curriculum, and extension educators from each of the four districts participated in the project. Outcomes of the classes are based on 68 participants and follow-up data was collected on 30 participants by 2 extension educators who designed a follow-up survey. The outcomes listed in Table 5 show that: (1) > 70% of individuals who participated

in these three classes were able to correctly plan meals that fit the Idaho Plate Method and (2) the number who correctly identified supermarket foods allowed on the Idaho Plate Method increased from 64% (pre-test) to 80% (post-test). The follow-up survey shows that most participants were confident in planning their meals and had changed their eating habits to include more fruits and vegetables.

Optimize health by improving nutrition quality of diets/food and improving food choices of Idaho consumers. The goal and the objectives 1.1 to 1.8 under this goal were met as shown in Table 6. The information covered in objectives 1.1 to 1.6 was disseminated in classes, newsletters, newspaper articles, on the radio, and on local television stations. The total number of participants who attended the classes under Goal 1 was 5,370; 4,696 or 87% indicated they would adopt the practices recommended in these classes. There were 61 newsletters, 9 newspaper articles, and 1 radio and 1 television promotion that covered these objectives.

a. Impacts and accomplishment for Human Nutrition programs.

Table 1. Total number of contacts/participants.

Program	Inputs	s: ts
?	2 extension educators, 12 nutrition advisors, 4 counties	contacts (adults) contacts (youth)
	5 extension educators, 3 program coordinators, 31 nutrition advisors, 22 counties	contacts (adult) contacts (youth)
Nutrition & Health (Goal 1 & 2)	17 extension educators, 20 counties	articipants
		78,614 total contacts/participants

Table 2. Expanded Food and Nutrition Education Program inputs, outputs, and outcomes.

Program	Inputs	Outputs: Participation	Outcomes
EFNEP - Adults	• 2 extension educators • 12 nutrition advisors • 4 counties	**1st level:** 10,640 contacts **2nd level:** 848 enrolled **Graduates:** 452	3,044 family members impacted 24-hour recall results (based on pre/post recalls): o 95% had an increase in consumption from one of the five food groups o The number who ate 2+ servings fruit/day increased from 21% to 55% o The number who ate 3+ servings vegetables /day increased from 28% to 68% o The number who ate 3+ servings of calcium rich foods increased from 14% to 37% Food Behavior Checklist pre- and post-test results showed there was a: o 66% increase in individuals who planned meals in advance o 60% increase in participants who made healthy food choices when deciding what to feed their families o 46% increase in participants who prepared foods without added salt o 45% increase in the number of children who ate breakfast

NEP Youth	Inputs are the same as for the adults **TOTAL # (ADULT & YOUTH) OF CONTACTS =**	**1st level:** o 5,521 contacts **2nd level:** **Graduates:** o 255 completed a 4-H Foods & Nutrition project **16,161 contacts**	Pre/post food choice survey found: o 17% more likely to choose milk o 9% more likely to eat breakfast o 9% less likely to drink soft drinks

In Table 2, the inputs for EFNEP indicate that it is administered by 2 extension educators and 12 nutrition advisors in four counties. The outputs show a total of 16,161 one-time contacts, and 452 adult graduates from this program. The outcomes for the adults that occurred as a result of graduating from this program are positive changes in adult food intake and behaviors. Food intake changes based on a pre- and post-food recall indicated that adults increased their consumption of fruits, vegetables, and calcium rich foods. Food behavior changes indicated that more of them were planning meals in advance, making healthy food choices when feeding their family, preparing foods without salt, and having their children eat breakfast. Of the 5,521 youth contacts, 255 completed a 4-H Foods & Nutrition project and made changes in their food choices; i.e., they were more likely to drink milk and eat breakfast and less likely to drink soft drinks.

Table 3. Extension Nutrition Program inputs, outputs, and outcomes.

Program	Inputs	Outputs	Outcomes
ENP	• 5 Extension Educators • 3 Program coordinators • 31 nutrition advisors • 22 counties **TOTAL # OF CONTACTS =**	**Adults** **1st level:** 27,133 contacts **2nd level:** 596 enrolled **Graduates:** 230; Average number of lessons completed: 13.3 **Youth** **1st level:** 27,040 contacts **2nd level:** 4,643 enrolled 54,173	**1,913 family members impacted** Food Behavior Checklist completed by adults after completion of classes showed: o 56% increased their vegetable intake to three or more servings a day o 53% increased their fruit consumption to 2 or more servings a day o 42% ate low-fat foods instead of high-fat foods o 61% used food labels to make food choices

Table 3 shows that ENP is taught by 31 part-time nutrition advisors in 22 counties. There were a total of 54,173 adult and youth contacts in ENP, and 230 adult graduates who completed an average of 13 classes in nutrition, food

safety, and resource management. Data collected from the Food Behavior Checklist show an increase in fruit, vegetable, and low-fat food consumption, and use of food labels to choose foods.

Table 4. Team Nutrition results.

Program	Inputs	Outputs: Participation	Outcomes: Knowledge/attitudes/behaviors
Team Nutrition	3 extension educators 1 nutrition advisor 11 schools 8 nutrition classes	273 students	Knowledge: 88% of subjects correctly classified foods into correct food groups Attitude/Behaviors: Pre/Post pictorial food choice survey showed significant increase in choosing: o milk over soda o popcorn over potato chips o baked chicken over chicken nuggets

Table 5. Diabetes pilot project.

Program	Inputs	Outputs: Participation	Outcomes: Knowledge/attitudes/behaviors
Healthy Eating with Diabetes	6 extension educators 3 nutrition classes on diabetes	68	Knowledge: o >70% of participants correctly planned meals that met the Idaho Plate Method recommendations o The number who correctly identified supermarket foods allowed on the Idaho Plate Method increased from 64% (pre-test) to 80% (post-test).
	2 extension educators	38	Follow-up survey: o 71-87% felt more familiar about the ADA Standards of Care o 85-100% feel more confident about buying groceries and planning meals o 86% have increased their consumption of fruits and vegetables o 88-100% feel more confident about managing their diabetes o 63-77% are still using the Idaho Plate Method to plan their breakfast, lunch, and dinner meals

Table 6. Class participants, outcomes and media used to measure objectives.

Objective/ Inputs – Classes	Output: Number of participants	Outcome: # Adopting	Percent
1.1: Increase fruits, vegetables, whole grains.	3,847	3,531	92%

1.2: Choose a diet low in saturated fat and cholesterol, and moderate in total fat.	492	453	
1.3 Aim for a healthy weight.	719	587	82%
1.4 Consume beverages and foods to moderate intake of sugar.	60	Data not collected	
1.5: Eat less salt – covered in objective 2.1			
1.6 Increase availability of consumer information regarding nutritional value of food products	252	125	50%
TOTAL	5,370	4,696	87%
Objective/Inputs – Media	Number of newsletters	Number of newspaper articles	Television or radio
1.1: Increase fruits, vegetables, whole grains.	22		1 radio
1.2: Choose a diet low in saturated fat and cholesterol, and moderate in total fat.	4		
1.3 Aim for a healthy weight.	13	1	1 television
1.4 Consume beverages and foods to moderate intake of sugar.			
1.5: Eat less salt – covered in objective 2.1.			
1.6 Increase availability of consumer information regarding nutritional value of food products.	17	3	
1.8 Increase awareness of extension as a reliable source of nutrition information.	5	5	
TOTAL	61	9	2

Objective 1.1: Increase consumption of fruits, vegetables, and grains.
The classes and media in this objective covered the Food Guide Pyramid, Dietary Guidelines, Fruits and Vegetables, and Grains. Out of the 3,847 participants, 3,531 or 92% indicated they would adopt dietary changes based on these classes. There were 22 newsletter articles printed on the aforementioned topics and 1 radio broadcast.

Objective 1.2: Choose a diet low in saturated fat and cholesterol, and moderate in total fat.
Classes and newsletter articles covered healthy and unhealthy fats, label reading, and included cooking demonstrations. Out of the 492 class participants, 453 or 93% indicated they would incorporate fat changes in their diet.

Objective 1.3: Aim for a Healthy Weight. Examples of topics covered in the classes and media articles include: body size acceptance/image, how to achieve a healthy weight, holiday eating, and weight control in the real world. Of the 719 class participants, 587 or 82% indicated they

would adopt some of the healthy weight ideas. There were 13 newsletters, 1 newspaper article, and 1 television promotion for this objective.

Objective 1.4: Consume beverages and foods to moderate intake of sugar.
Class topics and the media included water, coffee, soda, and sugar consumption. Data was not collected on whether or not participants would adopt dietary recommendations suggested in the class.

Objective 1.5: Choose and prepare foods with less salt. These items were combined with classes and articles that covered heart disease under objective 2.1

Objective 1.6: Increase availability of consumer information regarding the nutritional value of food products. Topics included in the classes and media covered: nutritional quality of canned foods, specific food topics such as meats, fruits, and vegetables, specific nutrients such as phytochemicals, vitamin B12, and vitamin C. Out of 252 participants, 125 or 50% indicated they would make dietary changes.

Objective 1.7: Increase multi-state nutrition education. This was accomplished by conducting an 8-hour training session on the diabetes materials, Healthy Eating with Diabetes, in Oregon. The inputs were 3 extension educators and 1 specialist who conducted the training on the curriculum. The outputs were the 56 participants (specialists, extension educators, paraprofessionals, and health care workers on diabetes education). The outcome was having these materials used in Oregon in 6 counties.

Objective 1.8 and Objective 2.4: Increase awareness of extension as a reliable source of nutrition. This objective was met through: (1) meetings with Advisory Boards, specific programs (El-Ada, SEICAA, SICHA), explaining Extensions' nutrition education programs to community groups, forming coalition meetings, and having meetings with Health and Welfare; (2) newspaper articles; e.g., articles that explained and promoted Extension's role in the Team Nutrition project and the Healthy Eating with Diabetes project; (3) quarterly newsletters that each district publishes which are sent to individuals who take classes in nutrition.; and (4) answering 267 phone call questions on nutrition.

Goal 2 is to: Promote healthy lifestyles and access to quality health care for Idaho families. Goal 2 and the objectives listed under goal 2 were met. Table 7 shows there were 2,950 participants who took classes that fell under these objectives, and 2,571 or 87% indicated they would adopt recommendations covered in these classes. Also, there were 46 newsletters, 3 newspaper articles, and 1 television promotion used to cover objectives 2.1 to 2.3.

Table 7. Class participants, outcomes and media used to cover Objectives 2.

Objective/Inputs - Classes	Outputs: Number of participants	Outcomes: # Adopting	Percent
2.1: Increase health knowledge and adoption of healthy eating behaviors.	2,434	2,198	90%
2.2 Increase the community's awareness of how to meet health needs.			
2.3 Increase physical activity.	516	373	72%
TOTAL	2,950	2,571	87%

Objective/Inputs - Media	Number of newsletters	Number of newspaper articles	Television or radio
2.1: Increase health knowledge and adoption of healthy eating behaviors	26		1 television
2.2 Increase the community's awareness of how to meet health needs.	11		
2.3 Increase physical activity	9	3	
TOTAL	46	3	1

Objective 2.1: Increase healthy knowledge and adoption of healthy eating behaviors. The classes and media covered under this objective include diabetes, osteoporosis, calcium intake, diet and cancer, wellness, and heart disease. Of the 2,434 participants completing classes on these topics, 2,198 or 98% indicated they would adopt healthy eating behaviors. There were 26 newsletters and 1 television promotion on healthy eating behaviors.

Objective 2.2: Increase the community's awareness of how to meet health needs. Information under this objective was covered in newsletters, and topics include: free health coverage for kids and teens, and how to understand medical information. Also, coalitions have been formed with groups that provide health care.

Objective 2.3: Increase Physical Activity. Classes were conducted on the health benefits related to exercising, and newsletter and newspaper articles discussed various ways to incorporate exercise into lifestyle. Of the 516 class participants, 373 or 72% indicated they would increase their physical activity level.

a. Sources of funding for these programs include EFNEP ($281,788) and Smith-Lever formula funds, ENP grants ($671,176 plus match…for food stamp education), State appropriations to agricultural research and extension, and County appropriations for University Extension. In addition, Idaho has received competitive funding from CSREES for our portion of the WIN in the Rockies grant.

b. Scope of Impact.
A majority of the human health and nutrition education programs target State Specific audiences; however,
   (1) Multistate Extension is an important part of the overall effort, as evidenced by the WIN in the Rockies collaboration with WY and CO.
   (2) Multistate Research is not covered in this report.
   (3) Integrated Research and Extension is not an important output of this project, except as described for the WIN in the Rockies project.
   (4) Multistate Integrated Research and Extension is also related to the WIN in the Rockies project.

I. Goal 4: Greater harmony between agriculture and the environment.

Overview

University of Idaho Extension targeted farmers, ranchers, and homeowners with programs to reduce the negative impacts of agricultural practices on environmental quality. Significant Extension education programs under this goal include dairy animal waste management, irrigation and water conservation, water quality protection, and pesticide management. UI Extension also has significant programs that focus on sustainable forestry and rangeland management topics including reforestation, forest health, and riparian management.

a. University of Idaho Extension has invested more resources in the area of animal waste management than had been expected when the 5-year plan of work was developed. Significant involvement was required to help dairy producers meet State guidelines by the July 1, 2001 deadline imposed by the State Department of Environmental Quality.

b. Educational programs for Extension educators and training partners reached 69 trainers this year who were instrumental in multiplying the efforts of faculty specifically assigned to this area. Educational events for farmers and ranchers that covered systems and practices related to general environmental protection reached 2,966 attendees in 2001; of these, 1,083 (37%) indicated a willingness to adopt improved practices and 439 (15%) are believed to have actually applied practices to protect the environment following training. Integrated pest management programs were delivered for 967 clients in 2001, of whom 696 (72%) indicated a willingness to adopt new practices and 466 (48%) actually did adopt new behaviors six months after training.

A variety of water quality protection programs for waste management, nutrient management, and hygiene practices targeted 1,171 animal producers and farmers who attended educational programs. Pesticide management and irrigation education programs to protect and conserve water reached another 2,142 program participants. Water protection practices for non-farm practices reached about 450 households, with an estimated adoption rate of 45%. Water quality education specifically targeting youth reached about 1,157 individuals in 2001. The Pesticide Applicator Training program taught 2,117 private and commercial pesticide applicators and citizens through the PAT program in 2001. The estimated adoption rates among these audiences are greatest for commercial applicators (40%), and lower for private applicators (28%) and private citizens (25%).

Education about forest resources management reached 9,591 program participants in 2001 about topics ranging from global competitiveness

(marketing, value-added products) to ecosystem integrity (water and soil quality, endangered species). Eighty-two percent of those attendees (7,892) indicated an intention to adopt specific recommended practices, and 40% (3,818) are estimated to have actually adopted one or more recommended practices to sustain forest resources and resource-dependent businesses. (See program details, below.)

c. University of Idaho Extension invested a total of $1,714,300 (exclusive of faculty-generated grants) in salaries and support for 14.73 faculty FTEs, their staff assistants, and their operating expenses for programs that address issues related to environmental management. Sources of these resources include Smith-Lever (3) b&c ($245,202); Smith-Lever (3) d ($162,974); State appropriations for agricultural research and extension ($1,007,564); and county appropriations for University Extension ($298,560).

Agricultural Waste Management

Dairy Waste Management Program. Dairy extension program efforts helped to reduce environmental impacts of dairy operations by the wise use of natural resources, improved waste management and water quality practices, and effective nutrient management. Statewide dairy programs focused on waste management and the protection of water quality on dairy operations. Efforts included individual assistance for determining the best system for waste containment and winter storm events. Workshops and demonstrations were used in educational efforts.

Projects included a dairy lagoon nutrient evaluation study and a regional milk urea nitrogen project to improve nitrogen utilization on dairies and reduce nitrogen excretion in feces and urine. Faculty cooperated with the Idaho Department of Agriculture, Natural Resource Conservation Service, Idaho Dairy Association, and state and federal agencies in conducting education waste programs with the Idaho dairy industry. Efforts included participating in seven workshops to certify Nutrient Management Planners. Faculty were also involved in a nationally sponsored allied industry workshop to address manure management issues relative to expansion/relocation. Faculty are also involved in the development of an internet-based (CD) computer application program to assist in nutrient management planning.

A nutrient balance study on dairies in Gooding and Jerome counties was started this year, funded by United Dairymen of Idaho. The purpose is to determine the flow of nutrients through a dairy. This information is vital if we are to develop sustainable livestock operations. A part of this program will be to test the correctness of the nutrient management plans that were done on all dairies in Idaho.

Nutrient Management Planning. Due to the high concentration of dairy operations in Southern Idaho, concern among the public and regulatory agencies is growing regarding application rates and fate of crop nutrients applied in manure and lagoon effluent applied to cropland. It is well-recognized that irrigation water management plays a major role in determining if soluble crop nutrients remain in the crop root zone or are leached toward groundwater.

A major environmental program for livestock in Idaho focused primarily on nutrient management. The Idaho legislature passed legislation requiring every dairy to have submitted a nutrient management plan to the Idaho State Department of Agriculture by July 1, 2001. A significant delegation from UI Extension supported the development and delivery of the "One Plan" software, which is used to develop nutrient management plans. The development team consists of personnel from Idaho State Department of Agriculture, Natural Resource Conservation Service, United States EPA and University of Idaho Cooperative Extension System. The development team served as trainers for the planners who used the program to produce nutrient management plans for dairy producers. Extension led the beta-testing for the software and assisted in providing training to certified nutrient management planners who used the software in preparing nutrient management plans for dairy producers.

A UI Extension critical issues grant was used to survey the 300 people who were trained to be certified nutrient management planners. The purpose of the survey was to determine the areas where additional training for planners would be beneficial and to determine why, out of 300 people trained, only 30 had become certified nutrient management planners. The information obtained from the survey was used in determining the curriculum to be used in training planners to use the "One Plan" software.

a. There has been a significant reduction in surface and groundwater pollution from the dairy industry. Non-compliance on waste containment facilities reduced from 50 percent to less than 5 percent and surface water discharge from 24 percent to less than 1 percent. Certified Nutrient Management Plans were completed on all Idaho dairies by July 1, 2001.

Dairy Extension efforts helped reduce negative environmental impacts of dairy farms by wise use of natural resources, improved waste management, and water quality practices, and effective nutrient management. Dairy Extension cooperated with the Idaho State Department of Agriculture, Natural Resource Conservation Service, Idaho Dairy Association, and other state and federal agencies in conducting educational workshops focused on preparing dairy producers for their nutrient management plans. All Idaho dairies currently in operation submitted nutrient management plans to the Idaho State Department of Agriculture by the July 1, 2001 deadline.

University of Idaho Extension participated in the development of nutrient management standards for the state of Idaho, in collaboration with the Idaho Departments of Agriculture and Environmental Quality. UI Extension also developed and delivered training materials for the irrigation component of the state certification program for nutrient management planners, with approximately 30 planners receiving certification this year.

In March, fewer than 200 of the total 870 Idaho dairies had submitted their nutrient management plans. UI Extension adopted a policy for providing assistance to local dairymen. The policy resulted in an educational program where producers were instructed on completing a workbook of information, which would be required by a certified nutrient management planner to develop a nutrient management plan for the producer. In all, over 850 workbooks were distributed, and 277 producers received training on completing the workbooks needed to assist in the preparation of their nutrient management plans. It is estimated, from the planners who worked with the producers, that 50% of those who received the document/training, came prepared for the planners.

A total of 93 nutrient management plans were completed by the extension educators in the counties where the program was offered. Other producers used their workbooks to provide needed data to private consultants and with the Idaho State Department of Ag (ISDA) personnel who assisted in the preparation of plans using the "One Plan" software.

UI Extension also collaborated to present two OnePlan workshops to train 28 ISDA and Idaho Soil Conservation Commission (ISCC) planners who used the software in statewide planning sessions with producers who completed the U of I data worksheets.

As the July 1, 2001 deadline for nutrient management plans on all Idaho dairies passed, all but one producer had submitted their plan to the ISDA. Approximately 220 plans were completed using the Idaho OnePlan Nutrient Management Planning Software. Without the use of the software, the ISDA dairy bureau chief estimated that as many as 180 plans would not have been written by the July 1 deadline. Another 45 days, at a minimum, would have been needed to complete them.

Considering that an average size dairy had a potential loss of milk sales of just over $2,000 per day, the Natural Resource Conservation Service agricultural economist estimated the loss of milk sales would have been $8.4 million to producers during the 45 days it would have taken to complete the plans. That figure doesn't include the potential losses for entire communities.

b. Sources of funding for the Agricultural Waste Management programs are derived from Smith-Lever, State appropriations for Agricultural Research and Extension, and county appropriations for University Extension. In addition,

several grants from Federal, State and private sources, including the Idaho Dairy Commission, Soil Conservation Commission, Idaho State Department of Agriculture, the United Dairymen of Idaho, US-EPA, USDA-NRCS and others have been applied to this program.

c. Scope of Impact:
   (1) State Specific audiences are important beneficiaries of these programs.
   (2) Multistate Extension is important for agricultural waste management, benefiting from professional improvement, often associated with the Western Region States and with national professional organizations.
   (3) Multistate Research is not a topic of this report.
   (4) Integrated Research and Extension is important for our faculty working in this area.
   (5) Multistate Integrated Research and Extension was not specifically reported in this topic area.

Biological Control

The Minidoka Extension agent and County Weed Superintendent evaluated an experimental bio-control (*Sclerotinia sclerotiorum*) on Canada thistle. Three treatments were applied (0 grams, 40 grams, and 160 grams/plot). Plots were evaluated through August showing no effect on the Canada thistle. However, since we do not know if these results are accurate due to the butterfly infestation, we will repeat the study in the same place again next year and evaluate the additive effects of the bio-control.

Lemhi County Extension, with cooperation of Lemhi Cooperative Weed Management Area and Salmon River Cashmere, demonstrated the use of goats to control noxious weeds. Leafy spurge is a major concern in certain parts of Lemhi County. The Bureau of Land Management has been utilizing herbicide and biological control with limited success. It was decided to integrate grazing as one of the controls. Spotted knapweed is also extremely common in Lemhi County. A demonstration goat grazing trial was developed with 4 treatments and 3 repetitions. Specific items being looked at with this study is: 1) "Which grazing treatment will reduce seed production?" and 2) "Which grazing treatment will reduce canopy cover?" Permanent quads were established in each cell. Measurements were taken before any treatments, after the treatments and again in spring.

Butte and southern Custer County are infested with several exotic plants. Extension educators in both counties are involved in a long-term cooperative program, with federal land management agencies and landowners, to develop and implement integrated control of Leafy Spurge. During 2001, work continued with the process of formalizing and expanding this cooperation with the Lost Rivers Coordinated Weed Management Area. Part of this long-time cooperative relationship has been the introduction of the bio-control agent,

Aphthona nigriscutis, a flea beetle that attacks leafy spurge, using a helicopter to access areas that are highly inaccessible. Extension also produced an instructional video on collection and distribution of flea beetles to manage Leafy Spurge.

a. In Lemhi County, local ranchers attending numerous field days learned that goats readily grazed leafy spurge without impacting the desirable species needed for wildlife and cattle, and that grazing both early and late in the season had the greatest impact on reducing the number of flowers/seeds produced by the weeds. They also learned that goats readily eat spotted knapweed, but in different patterns, depending on the maturity. At the early stage, rosette to bolt, they graze it from the top down. At the later stage, bud to bloom, they strip the leaves from the stems and eat out the rosette. For the fall grazing of the "grazing twice treatment" seed heads were formed and dry. The goats stripped the seed heads and ate the fall green rosettes.

   During the last fiscal year a major local collection and public education effort was made that distributed approximately 150,000 of biocontrol insects, conservatively valued at $15,000. These were distributed to remote infestations using a USFS helicopter. In 2000, 250,000 insects were distributed by helicopter to 120 remote locations, at a cost of approximately $20 per site, with a projected possibly one-time treatment cost of $7.50 per acre compared to conventional treatments costing up to $150 per acre in similar terrain requiring re-treatment ever 2-3 years. 10% of the sites treated in 2000 were evaluated for establishment, and 60% were found to have established. Two tours on integrated control of leafy spurge and spotted knapweeds were also held and attended by approximately 50 operators. The bio-control program has been so successful that large areas that had been effectively abandon to solid stands of Leafy Spurge are now re-vegetating with a more normal collection of species.

b. Sources of funding for the Biological control programs are derived from Smith-Lever, State appropriations for Agricultural Research and Extension, and county appropriations for University Extension. In addition, a $30,000 grant from Idaho Department of Agriculture was used for this program.

c. Scope of Impact:
   State Specific audiences are important beneficiaries of these programs.
   (1) Multistate Extension is important for biological control, and is associated with the Western Region and with national professional organizations.
   (2) Multistate Research is not a topic of this report.
   (3) Integrated Research and Extension is important for our faculty working in this area.
   (4) Multistate Integrated Research and Extension was not specifically reported in this topic area.

Forest Resource Management

Our Idaho Extension Forestry Program strives to increase the knowledge and skills of forest owners and managers. We focus on sustainable, increased productivity and use. Our programs are developed and conducted to holistically address ecology, biodiversity, health, fertility, genetics, water quality, economic and biological sustainability and other issues. This integrated approach reflects the multiple values and management objectives of forest owners and managers. We have built a solid base of continuing program participants and reach out to new, diverse audiences by offering programs in a wide variety of formats, locations and times in response to focus groups and evaluations. We also work in the background to help other agencies and educators make their programs and publications better.

New or revised educational materials developed and distributed to clientele:
Woodland Notes, Vol. 12, No. 2 and Vol. 13, No. 1 (semi-annual pub) includes 11 original articles.
UI-CES Extension Forestry Web Site update, additions (World Wide Web)
The Idaho Big Tree Record Book
News from the West—4 Quarterly regional reports in National Woodlands Magazine
Logging Selectively: A practical Pocket Guide to Partial Timber Harvesting (100pp.) PNW 816.
Re-Considering Approaches to Owners of Fragmented Forests. In Fragmentation 2000 – A Conference on Sustaining Private Forests in the 21st Century Proceedings.
Homewise Articles circulated to nearly 300,000: Stump Removal; Birdhouses; Pruning Conifers; Cooley's Spruce Gall Adelgid; Oozing Sap; Smoloading; Downy Mildew on Walnut.
Alternative Tree Crops Information Series Nos. 2-7: American Chestnut; Black cherry; Black walnut; Carpathian walnut; oaks; Paulownia.
Opportunities for High-Value Hardwood Products: Examples from the PNW Proceedings, Interior Alaska Forest Products Conference 2001.

Our Woodland Notes publication reached over 11,000 private forest owners and managers with the latest information on management techniques, forest science, upcoming programs and articles on current forestry issues. Many recipients are absentee owners that value this remote link to their Idaho lands and to the professionals that can assist them. Woodland Notes is cited in evaluations as the number one source of NIPF program information and we regularly receive comments on the quality and usefulness of this publication. Woodland Notes is now available on our new UI/CES Extension Forestry web page that also includes many other references to publications, professional assistance and appropriate natural resources links, log price reports, a digitized photo album, feature articles, The Idaho and National Big Tree Programs and other up-to-date material and program announcements.

Other UI Forestry Extension publications include program brochures, articles in newspapers and regional forestry magazines and "I want to log selectively—A landowner's guide to partial timber harvest". "After the fire—Assessing and managing your forestland after a wildfire" and a new CD version of our articles and publications are in draft form.
Program participants (clientele) express their satisfaction verbally and in written evaluation comment that universities, regulatory agencies, industries, environmental organizations and other private organizations work so cooperatively and share common visions for our forests during field trips and indoor programs. We consider our partners as important clientele and feel that our successful efforts to facilitate cooperation and trust is a major accomplishment resulting in cooperatively developed, sponsored and conducted program all over Idaho with diverse people and their federal, state, local government, industrial, consultant, environmental and lay organizations.

In a recent survey many school teachers attending our programs showed that they are implementing forestry education in their classrooms, often focusing of soils, water quality or wildlife habitat as well as forest products with their students. Private forestry consultants often comment that many of their new clients come as a result of attending our programs or reading our publications. Finally, our programs have elevated the level or awareness and stewardship responsibility of landowners and they feel more comfortable and compelled to seek professional advice about managing their land and are more likely to participate in public forums on important natural resources issues.

a. Nearly 3,000 landowners, foresters and other natural resource professionals, loggers, teachers, master gardeners, Extension educators and other clientele participated in our programs, including over 2,000 hours of professional continuing education for 219 foresters and 353 loggers attended 312 hours of programs designed specifically designed for them or mixed audiences. On average, 90% of all program participants said they planned to implement improved management practices as a result of participation. Program participants own over 35000 acres of private forestland leading to potential production increases worth an estimated 8.2 million dollars.

2,618 people completed programs to improve the productivity and global competitiveness of private woodlot production systems, with 2,450 planning to adopt one or more new techniques or practices and 1,186 actually adopting these as a result of these programs.

2,212 people completed programs on sustaining and protecting ecosystem integrity and biodiversity while improving the productivity of private woodlot production systems, with 1,911 planning to adopt one or more recommended practices and 809 actually adopting practices as a result of these programs.

773 people completed programs on public policy issues affecting forest production and ecosystem integrity and biodiversity, with 602 planning to become actively involved and 211 actually becoming active as a result of these programs.

1,377 people completed programs on public policy issues affecting the productivity and global competitiveness of the U.S. forest production system, with 917 planning to become involved in one or more issues and 312 actually developing continuing involvement as a result of these programs.

985 people completed programs on sustaining and/or protecting surface and ground water supplies, with 612 planning to adopt water management practices and 419 actually doing so as a result of these programs.

1,114 people completed programs on conserving, sustaining and/or protecting soil resources, with 1012 planning to adopt one or more soil conservation practices and 744 actually adopting practices as a result of these programs.

512 people completed programs on new and value-added commodities and products, with 388 planning to adopt one or more recommended practices or technologies and 137 actually doing so as a result of these programs.

b. Sources of funding for forest resource management include Smith-Lever (3)b,c&d (RREA), State appropriations for Agricultural Research and Extension, and County appropriations for University Extension

c. Scope of Impact includes the following:
State Specific audiences are important for this topic area.
(1) Multistate Extension is conducted in collaboration with WA.
(2) Multistate Research is not reported in this extension report.
(3) Integrated Research and Extension is not reported to be significant.
(4) Multistate Integrated Research and Extension is not reported to be significant.

Integrated Pest Management

Nez Perce County Extension teaches IPM gardening strategies and square-foot gardening techniques to residents on the Nez Perce Tribal Reservation. An educational demonstration garden was established on the reservation and four educational programs were presented to both youth and adults. Educational programs and demonstrations continue to teach area farmers about disease resistant varieties.

Workshops in Elmore County focused on “IPM’s and Their Practical Management” for sugarbeets, potatoes, and alfalfa attracted over 200 growers in 2001. In cooperation with several county weed superintendents,

University of Idaho Extension contributed to planning and staging of Cooperative Weed Management Area committee meetings involving farmers, county, state, and federal agencies. The meetings serve to explain the goals of the CWMAs and determine project priorities for the coming year. Priority projects that involve extension include education, biological control trials, mapping weed sites and progression using GPS/GIS, and mechanical control trials.

Herbicide and mechanical control studies continue to be established, evaluated, and reported. Early results from several of the trial plots have been the subject of numerous field days and other extension presentations. Most of these activities are planned for continuation, as we evaluate the additive effects of the bio-control.

a. The Nez Perce IPM program resulted in 800 pounds of produce grown by participants in the demonstration garden project that was provided to the reservation food bank.

Of 125 growers and agri-support people attending the Annual Chickpea Forum highlighting practices to manage Ascochyta Blight (Chickpea Blight), 99% indicated there was a good to excellent chance that they would use the information in their business or farming operation. More than 220 growers have implemented the practice of planting rust resistant cereal varieties. Foot rot of cereals has been reduced significantly as producers plant resistant varieties and extend the growing season.

Over 200 growers in Nez Perce County are using crop rotation as an integrated pest management strategy to lessen soil-borne pathogens and surface residue retention. In particular, growers are working diligently to extend the rotation for two or more years following the planting of winter wheat. Extending rotations has proven very beneficial in lessening incidence of soil-borne diseases.

With the cooperation of field men, IPM strategies were implemented on potatoes, sugarbeets, alfalfa, and grapes in Elmore County.

Pesticide Re-certification Program

Total number of people completing pesticide re-certification programs on sustaining and protecting ecosystem integrity and biodiversity while improving the productivity of commercial horticulture and small scale farming systems: 579.

Total number of people completing pesticide re-certification programs who plan to adopt one or more recommended practices after completing one or more of these programs: 579.

Total number of people completing pesticide re-certification programs who actually adopt one or more recommended practices within six months after completing one or more of these programs: 529.

Nine hundred sixty-seven Idaho farmers completed non-formal education programs in integrated pest management in 2001. Of this total, 696 farmers planed to adopt practices taught in the programs, and an estimated 466 farmers actually employed those improved practices.

b. Sources of funding for Idaho's IPM program include Smith-Lever (3)b, c&d appropriations, State appropriations for agricultural research and extension, County appropriations for University extension, and small grants developed by individual faculty.

c. Scope of Impact of the activities conducted under the IPM program include: State Specific audiences were most affected by this program.
(1) Multistate Extension was part of the Nez Perce program, that included partner faculty and producers from WA. The Northwest handbook was also a multistate project with WA, OR.
(2) Multistate research is part of this program (WCC-69).
(3) Integrated Research and Extension is a significant part of this program, as the extension effort is tied to IPM research in Idaho and elsewhere.
(4) Multistate Integrated Research and Extension is reported to be a part of this program, through WCC-69.

Land Use

Range Stewardship. Lemhi County lost a large amount of range vegetation to the fires of 2000. The fall stewardship ride sponsored by the Soil Conservation District, Lemhi County Extension and Lemhi County Cattlemen was to the burn area. During that tour, an area that burned in the 1980's was surveyed for a comparison area. Extension faculty presented information about grazing after fires, and research describing the amount of time needed to re-establish a usable forage crop. Other range programs dealing with grazing management and with riparian area management are reported elsewhere.

a. Grazing after fire was also a topic of discussion at the Cattlemen's Winter School, including presentations about how the fire would affect grazing. The goal of these sessions was to ensure that sound science was behind the decisions regarding range and grazing plans. Following the program, cattlemen and Forest Service employees were able to develop a plan that met the needs of both parties.

b. Sources of funding include Smith-Lever, State appropriations, and county appropriations to University Extension.

c. Scope of Impact for this program is:
State Specific

Nutrient Management

Four large-scale compost and mineralization field trials were conducted in Elmore and Shoshone counties. Data from soil mineralization studies and from 5 different fertility trials were used to develop BMP recommendations. Over 500 crop production association members, DEQ scientists, and 4 different agencies participated in the workshops.

The University of Idaho collaborated with a number of organizations and agencies to develop the nutrient management module for the Idaho OnePlan project. Upon completion of a usable version of the software, Extension developed a training program and delivered workshops to train 28 ISDA, U of I, Idaho Soil Conservation Commission (ISCC) planners who used the software in statewide planning sessions with producers who completed the U of I data worksheets. These certified nutrient management planners were laboring to meet State guidelines and deadlines for developing nutrient management plans for all Idaho dairies. Workshops also were held to introduced producers to the requirements of a NMP and assisted them in filling out University of Idaho data worksheets. Approximately 200 dairymen attended the workshops conducted in Caldwell, Blackfoot, Rexburg, Preston, Twin Falls, Burley, and Gooding.

a. As the July 1, 2001 deadline for nutrient management plan completion on all Idaho dairies passed, all but one producer had submitted their plan to the ISDA. Approximately 220 plans were completed using the Idaho OnePlan Nutrient Management Planning Software. Without the use of the software, the ISDA dairy bureau chief estimated that as many as 180 plans would not have been written by the July 1 deadline. Another 45 days, at a minimum, would have been needed to complete them. Considering that an average size dairy had a potential loss of milk sales of just over $2,000 per day, the Natural Resource Conservation Service agricultural economist, estimates the loss of milk sales would have been $8.4 million to producers factoring in the 45 days it would have taken to complete the plans. That figure doesn't include the potential losses for entire communities.

b. Sources of funding include Smith-Lever (3)b&c funds, State appropriations for agricultural research and extension, county appropriations for University extension, grants from local grower organizations, and other Federal and State funds.

c. Scope of Impact for programs conducted under the nutrient management theme:
(1) State Specific, primarily.
(2) Multistate Extension was not a significant component of this program.
(3) Multistate Research is not described in this report.

(4) Integrated Research and Extension is an important part of this program.
(5) Multistate Integrated Research and Extension is not reported for this activity.

Pesticide Application

The Adams Cooperative Weed Management Area (CWMA) board was organized, grant money was received, cooperative spray campaigns were conducted and educational tours and training delivered.

County Educators from Minidoka, Lincoln, Twin Falls, and Jerome Counties planned and organized the 2000 Recertification Seminar in Burley and Twin Falls. This year there were 83 in attendance in Twin Falls and 118 in Burley. Topics included urban IPM, grain fumigation, fungicide modes of action and management, pesticide contamination and safety, recordkeeping, sprayer calibration, nozzles, noxious weed identification and control, and weed seed distribution and survivability. Six ISDA pesticide recertification credits were available. A new presentation and teaching material was developed for Sprayer Calibration.

Washington county Extension provided pesticide re-certification training by conducting (4) workshops, and collaborated on a professional pesticide workshop in Parma. Franklin, Bear Lake, Caribou and Oneida Counties developed a 3 credit Pesticide Applicator Re-certification Program delivered over two days. We offer this program late in the year (December) so that license holders who have failed to get the required number of credits for re-certification earlier in the year will be able to acquire a few credits during the "off-season". The topics are taught by Extension Educators.

Jefferson County educator reports that training for both private and commercial applicators was accomplished in Jefferson County and surrounding counties by meetings held in Rigby and Rexburg.

Nez Perce County reports that growers and agri-support people (40 each) continue to receive training for the ISDA pesticide licenses, which enables them to make judicious, environmentally sound on-farm pest control recommendations.

a. Four Adams County Private Applicator Trainings were held in cooperation with the Idaho State Department of Agriculture resulting in 45 new licenses being issued. Approximately 118 individuals in Washington County have received re-certification credits this past year. In Franklin, Bear Lake, Caribou and Oneida, 150 license holders participated in re-certification programs.

Participants in the South-central Idaho training indicated that without this seminar, it would be difficult to receive recertification credits (3.8, 5.0=very

difficult). Furthermore, the evaluation indicated that attendees considered the seminar to be valuable and useful, with 60% (120 applicators) indicating that they plan to change their practices after attending the seminar. In addition, 60% of those surveyed said they would still attend if credits were not available.

b. Sources of funding include Smith-Lever (3)b,c&d funds, State appropriations for agricultural research and extension, and county appropriations for University extension.

c. Scope of Impact for programs conducted under the nutrient management theme: State Specific, primarily.
   (1) Multistate Extension was not a significant component of this program.
   (2) Multistate Research is not described in this report.
   (3) Integrated Research and Extension is an important part of this program.
   (4) Multistate Integrated Research and Extension is not reported for this activity.

Riparian Management

Riparian Assessment, Monitoring and Grazing Management Training
The many workshops on riparian assessment, monitoring and grazing management put on the past 5 years plus have provided agency personnel, ranchers and other private landowners with a better understanding of how streams function and how to manage them to enhance water quality.

Faced with increased pressure from federal land manager, Cassia County cattle producers are searching for ways to improve their profits while decreasing their dependence on Bureau of Land Management and Forest Service rangeland. We have assisted area ranchers in the development of irrigated pasture on marginal farm ground that is irrigated. These pastures have served as demonstration plots to educate other producers. This has taken place through tours, presentations at meetings, newsletters and various other means.

a. Riparian Assessment, Monitoring and Grazing Management Training has lead to several ranchers/landowners modifying their management practices to improve riparian condition and water quality. It has also improved working relationships and built trust between public land agencies and ranchers.

In 1995 an area on Goose Creek was fenced off to prevent grazing and protect the riparian area. This area became a test trial to evaluate the effect of this management practice. Plant counts were made backed up by photographs. By 1998, after 3 years of non-grazing, an excellent stand of grass was lost and the entire Oxbow was covered with Canada Thistle and Leafy Spurge. From 1999 to 2001 this area has been grazed in the winter

months. By using cows as a tool, we have demonstrated that weeds can be controlled and grass re-established. This was demonstrated to 37 ranchers, BLM and Forest Personnel on a weed tour held September 12, 2001.

b. Sources of funding include Smith-Lever (3)b,c&d funds, State appropriations for agricultural research and extension, and county appropriations for University extension.

c. Scope of Impact for programs conducted under the nutrient management theme:
State Specific, primarily.
(1) Multistate Extension was not a significant component of this program.
(2) Multistate Research is not described in this report.
(3) Integrated Research and Extension is an important part of this program.
(4) Multistate Integrated Research and Extension is not reported for this activity.

Soil Erosion

The Conservation Tillage program addressed the re-design of the PNW Web site (http://pnwsteep.wsu.edu) with improved index access throughout the site, and numerous additions, including nine new PNW Extension publications, three PNW Conservation Tillage Update Newsletters, and the initiation of an extensive list of direct seed web resource links. Northwest Direct Seed E-mail List Server (Web and E-mail based system) has expanded from the initial 230 in 2000 to over 460, including NW growers, Ag service and agency staff, researchers, and extension faculty, and most of the PNW Direct Seed Association membership.

The Conservation Tillage program also coordinated the 4rd Northwest Direct Seed Cropping Systems Conference in Spokane, WA on Jan. 17-19, 2001. The conference was organized as a service to PNW growers though the PNW STEEP Conservation Farming Research and Extension Program and the PNW Direct Seed Association. It was held in conjunction with the Spokane Ag Expo and PNW Farm Forum in cooperation with the Spokane Chamber of Commerce Ag Bureau. It was co-sponsored by 10 Ag service companies in cooperation with 10 PNW grower organizations and Ag support groups and agencies. The program featured 23 speakers including researchers, industry representatives and growers from across the Northwest, Northern Great Plains, Canada, Germany, and Australia. The Tillage Specialist also organized the Conference Web site with complete program /conference information, including on-line registration and was Editor of the detailed Conference proceedings distributed at the Conference and on the PNW Web site. He also organized the development of a series of seven 1- to 3-hour videos from the Conference, which were available through PNW Extension for NW winter educational programs within 2 weeks after the Conference.

a. The Web site has averaged over 50 hits per day. Over 90 messages have been posted by various users of the list server and were distributed to all 460 participants, providing over 45,500 information contacts facilitated during the current fiscal year on a variety of topics related to direct seed cropping systems. Seven hundred attendees at the 4th Northwest Direct Seed Conference increased their knowledge about a variety of topics related to direct seeding.

b. Smith-Lever (3)b&c funds, STEEP Conservation Farming Research and Extension funds, State appropriations to agricultural research and extension, and county appropriations for University extension are used to support this program.

c. The PNW Conference and conservation tillage programs are involved in the PNW STEEP project, in collaboration with ID, WA, OR. Elements of this program include those that are:
State Specific is important to this project.
(1) Multistate Extension is important to this project ID, WA, OR.
(2) Multistate Research is not described in this report
(3) Integrated Research and Extension is important to this project.
(4) Multistate Integrated Research and Extension is important to this project ID, WA, OR.

Sustainable Agriculture

The Sustainable Agriculture program continues to provide resources to county extension educators**.** This year three extension educators received UI SARE funds as mini-grants to help extend sustainable agriculture education to Idaho's producers. Educational activities included *Spanish Training Clinics for Farm Laborers, Noxious Weed Grazing by Goats Demonstration,* and *Alternative Management Systems for Grapes in Southwest Idaho.* We have also been working on projects to educate the public on farmer's progress in implementing environmentally sensitive approaches. The sustainable grazing video: *Ranchers in Harmony with the Land,* produced by UI, is an educational tool for the general public, students and producers for learning how innovative ranchers implement grazing practices that are sensitive to range and water resources, while maintaining economic viability. The video is currently available.

Bannock County and Bonneville Extension educators developed a curriculum to teach agricultural production practices related to potatoes to Spanish-speaking farm workers. The classes were offered at the UI Potato School, and at various farms and research centers from Caldwell to Grace. Due to the popularity of these Spanish educational materials, the lectures will be expanded to cover more topics for this year's potato school.
UI SARE collaborates on projects with and co-sponsors educational programs of three producer groups that are actively engaged in sustainable agriculture

activities: Rural Roots, Clearwater Sustainable Network and Magic Valley Farm Network/Idaho Organic Producers. Rural Roots is a network of small acreage farmers, community educators, economic development advisors, and consumers working to improve community food systems through education and research. Current collaborative grant funded projects between UI and Rural Roots include: *On-Farm Education Program* (a 3-module course and farm apprenticeship for sustainable small acreage farming and ranching) and *Evaluating Direct Marketing Strategies of Small Acreage Farms in the PNW* (USDA - IFAFS grant for researching efficiency/sustainability of four direct marketing strategies for small acreage farmers in the PNW).

Clearwater Specialty Plants Network is a group of entrepreneurial herb, grain, and vegetable producers who are developing a profitable industry for sustainable, environmental and health conscious agriculture. The group holds monthly educational meetings and organized a conference *Herbs PLUS 2000* last April. Their current focus is to open a retail outlet store with a commercial kitchen/ processing facility that will function as an incubator for small agricultural based businesses in the Lewiston, ID/Clarkston, WA region. The Magic Valley Farm Network is a network of diversified organic and sustainable farmers and ranchers in the Magic Valley who provide ongoing educational opportunities, annual conferences and summer tours. MVF Network activities, which UI SARE co-sponsored in 2000, included *'Grass-Based Dairying Tour', 'Enhancing Soil Ecology'* and the sustainable agriculture conference '*Farmers, Friends and the Land.'* The Elmore County Extension Educator and has worked with this group with numerous research and educational projects.

Idaho was the lead for the multi-state SARE PDP project on Compost Education and Resources for Western Agriculture. This past year was the final year for the project. The final report was submitted and positive feedback was received from SARE PDP administrators.

a. A pre- and post-test revealed that there was a 40% increase in student understanding of the various topics when delivered in Spanish. Many farm operators said they would have their Spanish-speaking employees attend next year's conference. Forty students attended the potato school Spanish language lectures, while another sixty attended on farm lectures.

An evaluation of the SARE project, conducted by the UI Social Survey Research Unit involved 15-minute phone interviews with the 42 agricultural professionals who had worked with the project team to host the satellite broadcasts and disseminate the educational materials we developed. The survey demonstrated that we achieved our objectives to: impart a "beyond the basics" understanding of composting. Resources were provided for participants to extend knowledge to clientele (two satellite programs each viewed by about 600 people, the third program on video, publication on Compost Q & A, and over 200 compost images on website). We established mechanisms for ag

professionals to access and retrieve current information about composting (1000 copies of eight newsletters over a 2 year period, a website, and a list serve discussion group).

Living on the Land: Teaching Small Acreage Owners to Conserve Their Natural Resources is a regional SARE Professional Development project with team members from 8 western states. The project team is developed a module-based curriculum readily adaptable to specific state issues that is appropriate for teaching owners of small acreages how to attain property goals while protecting natural resources. A training workshop helped agricultural professionals use the curriculum in community based efforts to effectively target and reach this under-served audience.

Another regional SARE Professional Development project *Sharing Resources to Help Connect Farmers to Direct Marketing Niches* is being organized by university extension faculty in 5 western states. The goal is to enhance the ability of agricultural educators/advisors to work with farmers and ranchers to develop successful direct marketing strategies. Direct marketing workshops will be held in each of the 5 states and will target a joint audience of farmers, agricultural educators, and other ag service providers. An annotated farm direct marketing resource guide will be developed for participants in the workshops.

b. Smith-Lever (3)b,c&d funds (Western SARE), State appropriations to agricultural research and extension, and county appropriations for University extension are used to support this program. A sustainable agriculture mini-grant (State) was awarded to develop and offer Spanish language materials.

c. Numerous activities in this program area are integrated and multistate, as described by the narrative above. State Specific is important to this project. State specific audiences are not specifically targeted by the programs described.
   (1) Multistate Extension is important to this project, WA, OR are collaborators in various projects, and CA, HI, CO, MT, NV participate in regional aspects.
   (2) Multistate Research is not described in this report.
   (3) Integrated Research and Extension is important to this project.
   (4) Multistate Integrated Research and Extension is important to this project ID, WA, OR.

Water Quality

UI Extension Water Quality program led a multistate effort referred to as The PNW Water Quality and Monitoring Program. This program is a community-based water education short course for the Pacific Northwest. Over a period of six months, the University of Idaho, Washington State University and Oregon State University developed and delivered a pilot water quality and monitoring short course. This short course was targeted to

citizen groups at six locations in Idaho, Oregon and Washington. CES personnel, identified by project PI's, were contacted regarding interest in participating in 15 counties in the three states. Practitioners in five counties invited local water experts and elected officials to join the short course coordinators in presenting instruction. The short course was delivered in local Extension offices, a field research station, a Grange, a community college, a community center, a USDA center, and at an arboretum. Field sites were located on nearby streams, ponds, lakes and reservoirs. This non-formal short-course consisted of 15 hours of structured training plus follow-up provided by the local Extension practitioners.

Each pilot was conducted on four consecutive days to locally selected groups of no more than 20 learners from each community. The 16 short course modules were as follows: (1) introduction/expectations, (2) water and watershed concepts, (3) waters, beneficial uses and TMDL's, (4) survey of local water uses/resources, (5) groundwater, drinking water, water standards, (6) why we monitor/ volunteer monitoring, (7) how we monitor/practical reporting, (8) addressing key local water concerns, (9) surface water quality indicators including chemistry, (10) water testing kits, (11) physical habitat assessment, (12) biological habitat assessment, (13) safety and access issues, (14) monitoring surface stream waters, (15) monitoring ponds, lakes and reservoirs, and (16) options for citizen involvement. A workbook was developed that contains all class materials.

A UI/CSI Water Camp for primary and secondary teachers in Idaho was developed in 1997 and repeated in 1998, 1999, 2000 and 2001 in an attempt to provide additional up-to-date information about the responsible use and management of water in Southern Idaho for incorporation into their teaching materials. This four-day camp utilized a two-day customized version of Project WET materials and two one-day tours of irrigated agriculture and water quality issues in the Magic Valley. Camp enrollments have averaged around 20 participants per year. Evaluations have been positive every year. An additional camp in Northern Idaho camp was established in 2000.

Water Quality was the main program area emphasized in the 2001 program year for the North Central Idaho area. Five programs addressing the Confined Animal Feeding Operation regulations were provided for cattle producers. Information on how to stay in compliance with the regulations was provided. A large number of producers in the region attended these meetings. Several have begun to make management changes recommended at these meetings and financial assistance is being secured from federal programs.

Effluent water quality and waste management continue as high priorities of the Idaho aquaculture industry, as well as aquaculture nationally. Efforts include addressing feeds/nutrition and waste system design, individual consultations

and facilitating industry efforts to develop a total phosphorous waste load allocation that is a requirement of the mid-Snake TMDL.

Another area of importance is managed aquifer recharge, where I continue to use the previously developed video "The Invisible Drought" and white paper on the Eastern Snake Plain Aquifer as educational tools to advance people's understanding of the aquifer and recharge issues. A major break through from these efforts was the endorsement of the Idaho Fish & Game Commission of managed aquifer recharge, which increases the probability of aquifer recharge.

a. Over 20 public, private and non-profit agencies or organizations teamed up to support each PNW Water Quality and Monitoring short course, locally. The pilot was successful based on CES agent input, partners and evaluations from participants indicating increased knowledge about water quality issues and monitoring practices. We plan to offer this short course in several Idaho locations this coming year.

As a result of completing the TMDL project on the Big Wood River in Gooding County, agency and agriculture partners have new knowledge that agricultural production is not as great a contributor to water degradation on the Big Wood system as had been suggested.

Within the urban and community horticulture program, educational programs focused on soil management, xeriscape plants, xeriscape design, water management, composting, mulching, wise use of water and fertilizer, and understanding water quality.

The total number of people completing non-formal education programs on sustaining and/or protecting the quantity and quality of surface water and ground water supplies: 790.
Those who plan to adopt one or more water management practices after completing one or more of these programs: 500.
Those who actually adopt one or more water management practices within six months after completing one or more of these programs: 500.

UI Extension's aquaculture education program has been instrumental in helping our substantial trout industry adopt improved practices. Currently, nearly all growers are using improved feeds and 22 facilities have either upgraded their waste management systems or have done a complete reconstruction using the Waste Management Guidelines developed years ago. Evaluation of water quality data from DEQ indicates that aquaculture producers are meeting permit effluent limitations almost all the time, with only rare exceptions.

b. Smith-Lever (3)b&c funds, State appropriations to agricultural research and extension, and county appropriations for University extension are used to support this program.

c. Numerous activities in this program area are integrated and multistate, as described by the narrative above.
State Specific is important to this project.
(1) Multistate Extension is important to this project, WA, OR are major collaborators in various projects.
(2) Multistate Research is not described in this report.
(3) Integrated Research and Extension is important to this project (see narrative).
(4) Multistate Integrated Research and Extension is important to this project ID, WA, OR.

Wetlands Restoration and Protection

Topics related to wetland restoration and management are described under the riparian management heading.

Yard Waste/Composting

Idaho was the lead for the multi-state SARE PDP project on Compost Education and Resources for Western Agriculture. This past year was the final year for the project. An evaluation was conducted with the assistance of the UI Social Survey Research Unit. They conducted a 15-minute phone interview with the 42 agricultural professionals who had worked with the project team to host the satellite broadcasts and disseminate the educational materials we developed.

The survey demonstrated that we achieved our objectives to: impart a "beyond the basics" understanding of composting. We also provided resources for participants to extend knowledge to clientele (two satellite programs each viewed by about 600 people, the third program on video, publication on Compost Q & A, and over 200 compost images on website. We also established mechanisms for ag professionals to access and retrieve current information about composting (1000 copies of eight newsletters over a 2 year period, a website, and a list serve discussion group). The final report was submitted and positive feedback was received from SARE PDP administrators.

a. Smith-Lever (3)b,c&d funds (Western SARE), State appropriations to agricultural research and extension, and county appropriations for University extension are used to support this program.

b. Numerous activities in this program area are integrated and multistate, as described by the narrative above. State Specific is important to this project. State specific audiences are not specifically targeted by the programs described.
(1) Multistate Extension is important to this including WA, OR, CO, MT, NV as participants in the regional activity.

(2) Multistate Research is described in this report.
(3) Integrated Research and Extension is important to this project.
(4) Multistate Integrated Research and Extension is important to this project (see above).

I. Goal 5: Enhanced economic opportunity and quality of life for Americans.

Overview

The University of Idaho Extension system focuses programs toward this goal for a variety of audiences, including agricultural business management, community development, family development, family resources management, volunteer development, and youth development.

Programs in farm and ranch financial management are often integrated with other production and environmental programs, and financial management education contributes to goals in animal systems, plant systems, and natural resources. For those programs reported in this goal, UI Extension reached 1,521 participants in farm and ranch management programs. These contacts were supported by 22 reviewed publications including Extension bulletins, fact sheets, regional economics publications, and journal articles.

Education to support the development of Idaho communities is emerging as an important focus for Extension. Most programs this year took the form of workshops (34 in different communities) covering alternative agricultural enterprises, agricultural entrepreneurs, and home-based and small business workshops. Extension programs include development and delivery of community development messages through newspaper, newsletter and other articles (11) and assistance for community planning (11 counties). This year, Extension faculty report 162 people participating in educational workshops, with 31 planning to adopt recommended procedures, and eight actually adopting recommendations. In addition to these focused community development activities, Extension integrates related topics into a variety of educational programs described elsewhere.

Family resource management, family development, family living, and community asset building are important Idaho Extension programs in this goal area. Also reported under this goal are youth development and 4-H program efforts that account for a major portion of the overall Idaho Extension program.

a. University of Idaho Extension invested a total of $5,356,140 (exclusive of faculty-generated grants) in salaries and support for 42.65 faculty FTEs, their staff assistants, and their operating expenses for programs that address issues related to community development, family and youth development. Sources

of these resources include Smith-Lever (3) b&c ($707,511); State appropriations for agricultural research and extension ($2,530,316); and county appropriations for University Extension ($2,118,313). The largest portion of these budgets is used to support 4-H and youth development (about 73%).

b. Documented benefits to clientele and stakeholders are identified in specific theme areas, where that data is available.

c. Programs in enhanced economic systems and quality of life include a diverse array of programs within Idaho Extension. Overall contacts in the youth audience are below forecasts, as enrollment has declined in some counties. University of Idaho Extension has also increased its emphasis on community development over the past year, and outputs and outcomes can be expected to increase in those topic areas.

d. Total funds expended for salaries and benefits of 42.85 faculty FTEs plus administrative and program support operations to deliver programs in goal 5 were $5,356,140 (exclusive of grants received by faculty). The sources of these funds are Federal Smith-Lever (3)b&c ($707,511); State Agriculture Research and Extension Appropriations ($2,530,316), and County appropriations for University Extension ($2,118,313).

Agricultural Financial Management

The FinPack® farm and ranch financial management program is widely taught to help Idaho producers with financial management and recordkeeping. FinPack® helps producers assess costs and revenues from their operations. This information generated by cooperating producers using the program is used to help prepare needed information for the Farm Service Agency loan applications. Participating producers were able to refinance their operations and have had excellent success in tracking costs to help make their operations more competitive and cost effective.

Public policy issues were studied and communicated for the benefit of farm and ranch businesses in Idaho, including work related to western public lands use policies, ranch-level economics studies of grazing policies, forage and hay situation outlook studies, planning prices for livestock and crops, dairy industry growth analyses and forecasts, beef outlook and trends, sheep and wool economic outlook reports, etc.

Topics related to personal decision-making by farmers have also been the subject of UI Extension education programs during the reporting year. Some topics of programs include: estate planning, strategic business planning,

evaluating leases, leasing vs. purchases, record keeping, and using computers for business management.

Alternative marketing of agricultural products continues to be an important focus for UI Extension. A variety of workshops, presentations, publications, and demonstrations, bring risk assessment knowledge and skills to farmers who learn about using futures markets and options to diversify their economic portfolios. A significant risk management agency grant has led to a project with Idaho onion growers to help understand and mitigate the impacts of market failures. Alternative marketing strategies is also the focus of several livestock retained ownership programs, and has resulted in significant advantage to participating producers (see impacts under livestock production).

a. UI Extension reached 1,521 participants in farm and ranch management programs. These contacts were supported by 22 reviewed publications including Extension bulletins, fact sheets, regional economics publications, and journal articles.

b. Sources of funding to support the UI extension programs in agricultural financial management include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension.

c. Programs in this area are intended to impact audiences that are:
State Specific in most cases
(1) Multistate Extension is part of the W.I.R.E. program (WY, UT) and important for much of the regional economic analyses produced by our faculty (Western Region)
(2) Multistate Research is not included in this report
(3) Integrated Research and Extension is conducted by each of our faculty in the department of agricultural economics and rural sociology (see section F)
(4) Multistate Integrated Research and Extension is part of this program area, primarily collaborating with other Western Region States.

Child Care/Dependent Care

University of Idaho Extension coordinates and supports child-care programs across the State. Most efforts involve after-school care, and school-age care, and are often integrated with 4-H programs at the local level. Significant extension involvement occurs in Idaho, Owyhee, and Gooding county programs.

a. In those counties where Extension is a principal partner in after-school care, county programs initiated with Extension-submitted grant proposals have become sustained in their local communities. In total, the value of these programs to the three counties is nearly $1 million over the terms of the grants.

b. Sources of funding to support the UI extension programs in after-school child-care include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by local or national, private or Federal grants.

c. Scope of Impact:

State Specific audiences are the primary beneficiaries of this program.

(1) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program.
(2) Multistate Research is not described in this report of extension activities.
(3) Integrated Research and Extension has limited application to this program.
(4) Multistate Integrated Research and Extension has limited application to this program.

Community Development

Protecting Farmland Protects Existing Rural Economic Development. UI Extension faculty worked with the public and private sector rural appraisers to better understand what affects rural real estate values. Special consideration was given for explaining impacts of non-agricultural development on rural real estate values.

Extension also served on the Idaho Food Producers Committee on Farmland Preservation (about 20 persons). The committee includes legislators, agricultural interest groups, producers, agribusiness personnel, state and federal agency personnel. The accomplishments of the committee include:
Improved understanding on the part of policy makers and their constituents about how non-agricultural development affects farmland and the agricultural economic base associated with that farm land.

1) Develop (and explain to Food Producers members and others) information about policy actions (tools) to protect farmland from development.
2) Help Food Producers develop policy recommendations to state and local policy makers about how to protect farmland (and thus local area agricultural economies) from development.

Training to Build the Community and Economic Development Program. For many years, Idaho cooperative Extension has had a strong Community Development (CD) program with emphasis on rural economic development. The program continues to be built. The general philosophy behind that program can be stated succinctly as ”Find out what people want, then help them get it” The important elements of this philosophy are: (1.) Programs focus on what constituents want (not what experts, agencies, politicians …think they need), and (2.) extension educators focus on helping constituents achieve their goals but do not do it for them.

A UI Extension Community Development Group was formed of Extension Faculty with interests and responsibilities in CD. This group has worked to (1.) identify subject matter areas of special importance to Idaho, (2.) identify needs for skill development and training for the group and other extension faculty, (3.) work to improve need skills for those interested. Needs identified to this point include:

Communities need support from CD practitioners with good group process skills. Practitioners who are able to facilitate both conflict resolution and cooperation among groups can greatly assit communities and group accomplish goals.

1) Communities need help determining what types of economic development opportunities they should pursue. They need to understand the full impacts of different types of businesses and industries on local social and economic systems. They also need to understand their strengths and weaknesses and how they effect the potential of attrating new firms.
2) Communities need help planning and implementing programs to facilitate retention and expansion of current businesses. They also need help assiting new businesses getting started.
3) Communities with leaders that have vision, breadth of experience and well developed leadership skills. Programs to enhance these skill in local leaders will have great value to communities.
4) Persons operating existing business as well as new businesses need planning and management skills.

Many of the CD group have participated in intensive training by the Small Business Administration teaching business management, planning skills, goal setting, marketing and evaluation to entrepreneurs and persons operating existing businesses. The group members are also working with partners to develop an ongoing in-depth training program for leaders and potential leaders from Idaho Rural Communities. The CD group is testing a computerized data base with comprehensive economic, demographic and social data. For all Idaho Counties.

In the areas of Home Based Business and Small Business a number of workshops and classes have been conducted. In North Idaho a six session series on business planning and management skills for alternative agricultural enterprises was conducted in Moscow and the Lewis-Clark Valley. A day-long session for agricultural entrepreneurs was conducted in the Clearwater Valley. Workshops and individual planning sessions for home and small business owners were also conducted in Franklin, Fremont and Adams Counties. Franklin County is working on a Community Kitchen Incubator.

In Benewah County, the agent is working with the Timber Plus (local economic development group) to train local employees in dealing with and serving visitors to the county. The Extension Educator and several specialists worked to analyze the feasibility of maintaining the local cheese plant and a dairy industry in the county.

In development of Community facilities project, community residents have been organized and gathered to improve the fair grounds and offer better community meeting facilities in Butte and Adams Counties. A community skate board park is in the making in Fremont County.

In Camas County, the Civic Organization goal is to promote economic vitality and civic pride within the community. One method of bringing commerce to the local businesses and promoting travel to the Camas Prairie is by providing seasonal recreational events, such as golf tournaments, mud bog races, and snow machine races. Extension faculty serves as president of the organization, and has provided leadership and representation at the Gem Community meetings. Extension has provided leadership to reorganize the Gem Community Team, which is an umbrella organization with the main goals to coordinate efforts in establishing economic, community and planning development for new and existing businesses, and unifying organizations within the county.

Extension also has scheduled and presented educational speakers for the monthly meetings; topics have included Idaho Power rates, biotechnology, business retention and expansion, home base businesses, and diversity of businesses.

Because of the changing situations in many Idaho Counties, planning is coming to the forefront. Comprehensive plans are being developed in Custer County and revised in Fremont, Adams, Valley, Idaho, Boundary and Lemhi Counties. Counties have been required to have a Comprehensive Plan on the books since the late 1970's, but many have not had sufficient resources or knowledge to comply.

In the area of workforce development, programs were conducted in Power, Ada and Canyon Counties to assist Spanish-speaking persons in applying for employment. Classes were conducted in resume preparation and interviewing techniques. Employment ads were reviewed to assist persons in understanding the requirements and training necessary for different positions.

For youth, asset development has been conducted a number of locations. Caribou, Fraanklin, Bannock and Oneida Counties have a healthier youth program to assist young persons in developing life skills. Creating learning environments for kids and computers has been popular in a number of areas. Workshops on E-commerce, telling your story (writing), using software, trouble shooting, and learning to us the Internet have been popular throughout the state. These programs were conducted by the 4H staff and faculty.

Community Economic Reviews were conducted in the communities of Kooskai, Hayden and Preist Lake. These reviews involved working with teams

of persons to prepare a SWAT analysis for the communities, identifying what they might do to improve their community.

For Public Issues Education, a survey of Idaho producers was conducted in cooperation with Idaho Agricultural Statistics, to find out what Idaho Agricultural Producers preferred for new agricultural legislation. Two publications were developed from this data. One was a national publication published at Kansas State University, the second publication looked at how westerners thought about agricultural legislation and compared their opinions with the national perspective. Both publications were presented at Idaho agricultural meetings and to Idaho's legislative delegation.
Presentations to the community leaders on "Economic Impacts of Agriculture in Elmore County" with the Chambers of Commerce, Elmore County Impact Steering Committee (ECISC), and local growers to promote ag-related industries, two new dairies in Elmore County, and promotion of downtown revitalization. The target dairies are large local players in the local economies, and could have a positive impact on alfalfa and corn growers in our county, as well as provide new enterprise opportunities for the community.

Valley County was faced with and is still dealing with a major economic change in the county. Boise-Cascade closed the mill located in Cascade. This has caused many difficulties, the bulk of which we have yet to overcome. One of the major factors in meeting program objectives was the timely delivery of the Valley County Economic Situation study. The University of Idaho conducted a study which looked where revenue in the county comes from, and it recreation could replace tourism as the primary economy. In meetings with the County Commissioners and city and chamber representatives from Cascade, Donnelly, and McCall, it was made very clear that protection of the timber industry in Valley County was a must. Also, the need for other businesses that use timber was made clear. From this study, an economic model is made available through the extension office so that we can put potential businesses into the matrix to determine their positive and negative effects on the county.

A team consisting of Cooperative Extension, McCall-Donnelly Public Schools, New Meadows Public Schools, and the Intermountain Regional Learning Center, spent about two months meeting and compiling information to write a 21st Century Learning Center grant. Our grant for, $1,128,885, was to develop an after school and summer learning program for most of Valley County. The grant was turned down, but discussion has already begun in preparation for writing next years grant.

A team consisting of Cooperative Extension and The Intermountain Regional Learning center wrote a Forest Service, Rural Community Assistance grant expand the current course offerings of the IRLC, and to help us acquire a better building in which to hold classes. The major plan was to rent a downtown office building and rent spaces to interested partners. A local

telecommunications group and the McCall Chamber of Commerce had both expressed interest. The grant for $30,000 was unsuccessful.

Cooperative Extension was approached by three private business owners in McCall about helping to develop a GIS map of the communications infrastructure in McCall. This map would be shared with potential businesses as a locater for the existing infrastructure. Arrangements were made with a Dr. Carl Chang in the Geography department on campus to provide a graduate student to help with the technical end of the program. At our first meeting, all the utilities and public agencies involved were present. It was determined that the City of McCall had already started a similar project and it seemed as though all of the utility companies, who were in great favor, all had differing needs. The group decided that there was still much background work to do before this project could be completed. Seeing no avenue for extension to help with this project, the original businesses owners and myself pulled back.

One of the major program accomplishments this year was the development of relationships throughout the county. Extension and entities that we work with have a better understanding of each other and are now more willing to approach each other for teaming activities. The second major accomplishment this year was the continued development of the Intermountain Regional Learning Center in McCall. Most of what was cultivated in this FY will be reported in the next FY. The University of Idaho has made some positive in-roads in Valley County and McCall especially.

a. Total number of public officials and community leaders completing non-formal education programs on economic or enterprise development: 351

   Total number of public officials and community leaders who plan to adopt one or more recommended practices to attract new businesses or help expand existing businesses after completing one or more of these programs: 146

   Total number of public officials and community leaders who actually adopt one or more recommended practices to attract new businesses or help expand existing businesses within six months after completing one or more of these programs: 85

b. Sources of funding to support the UI extension programs in community development include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by local, private grants.

c. Scope of Impact:
   State Specific audiences are the primary beneficiaries of this program.

(1) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program.
(2) Multistate Research is not described in this report of extension activities.
(3) Integrated Research and Extension has limited application to this program.
(4) Multistate Integrated Research and Extension has limited application to this program.

Family Development

Married and Loving It! Since this curriculum was developed by our faculty, it has been widely used across the country. MLI is one of only two extension curricula on marriage education that is published and available for use at a time of increasing interest in the subject. One of the goals of the current welfare reform legislation is increasing two-parent families, so this is likely to be a topic of national interest for some time. Through the support of the Critical Issues grant program, the curriculum was distributed to all of our FCS Extension Educators this year. Nine of the educators have used the material to date, with seven teaching the program in its entirety. This program has been an excellent opportunity to broaden the audience for extension educational programming.

Several of our educators have brought life skills programs to teenagers in the schools, including workshops on communication skills, time management, and communication. Extension educators have especially enjoyed offering programming for teens on manners. Educators have been resourceful in presenting material to these younger audiences, using drama, creative writing, and games to engage the youth in the concepts and ideas.

As a result of teaching the Real Colors Matrix, Lance Brower and Gale Harding have received comments showing the impact of the program, such as "I finally understand my 25 year old daughter." Everyone should take this course, it has helped save my marriage." "The kids at school should all be here, we wouldn't have so many problems." "Every teacher in the school district needs to take this course, it would help in communicating to the students. It would make the classes a greater place of learning." Lance is currently working with the school district to implement the program.

"Who gets Grandma's Yellow Pie Plate?" has been an exceptionally popular program in Bannock County. Although the program is designed to get families motivated to make decisions about the distribution of non-titled property, the underlying message is family communications and relationship building. Ten individual one-hour presentations have been given and one half-hour recorded television interview continues to air weekly. Many people have commented about the usefulness of the information.

a. Life skills were addressed throughout the state through workshops and media presentations. Themes of educational programming included time management, stress reduction, communication and conflict resolution. Our workshops in this area involved 1262 participants, with 1072 (85%) of them adopting new practices as a result of the training. Six articles appeared in county newsletters on the topic and a television interview reached 18,000 homes.

b. Sources of funding to support the UI extension programs in family development include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by local, private grants.

c. Scope of Impact:
   (1) State Specific audiences are the primary beneficiaries of this program.
   (2) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program.
   (3) Multistate Research is not described in this report of extension activities.
   (4) Integrated Research and Extension has limited application to this program.
   (5) Multistate Integrated Research and Extension has limited application to this program.

Family Resource Management

Family Resource Management (FRM) classes and workshops, news articles and a television interview reached over 528,610 Idaho households during FY01. FRM inputs included 14 extension educators, approximately 30 nutrition advisors and numerous materials developed or adapted by Idaho educators. Their efforts produced significant outputs: 65 classes/workshops/class series, 3,972 class participants, and 69 Extension newsletter/newspaper/*People and Programs* articles reaching more than 524,636 people. Educators did an outstanding job of reporting FRM outputs. During FY 02-03 greater effort will be made to document program outcomes. Educational programs meeting the objectives of Goal 1 were prominent in Idaho Extension's Family Resource Management programming.

Topics such as budgeting, record keeping, goal setting, debt and credit management, teaching children about money and the Idaho Children's Health Insurance Program were included in 28 newsletter or news articles that reached approximately 427,615 households.

Extension educators partnered with Head Start, the Minidoka Opportunity Center, Habitat for Humanity, the Burley Migrant Center, Farm Services Agency, Job Service, Working Solutions, the Idaho Credit Union League, and

high school teachers to reach clientele. Experienced educators conducted classes to promote financial security in later years.

"Who Gets Grandma's Yellow Pie Plate?" an educational program developed by University of Wisconsin Extension, reached many Idaho Extension class participants. This program about distribution of untitled property was the topic of a television interview. Through collaborations with a two-year college, a SW Idaho financial coalition, and church groups, educators taught 551 households. Newsletter and news articles reached an additional 64,091 households. A District II educator formed partnerships with the National Endowment for Financial Education and the Idaho Credit Union League to introduce the "High School Financial Planning Program" (HSFPP) to numerous Idaho high school teachers. Though not reported as direct extension contacts, 72 Idaho schools taught the program in FY01 reaching approximately 3,903 youth. The specialist and two county educators will be attending a national "Investing for Your Future" workshop in November 2001. Educators and the specialist will attend a March 2002 USDA "Financial Security for Later Life" conference. Their in-service knowledge will be shared with other Idaho Extension educators, increasing our future programming in this area.

Partnerships developed include the Money 2000 and the 2000 Women's Financial Information Program (WFIP) Coalition – Coalition membership- 12, WICAP, Consumer Credit Counseling, Church Women United, Mercy Medical Center Home Health Dept., Treasure Valley Comprehensive Referral Center, Idaho Power Company, Jack Dancer and Associates, and Community Volunteers.

a. Goal 1: Promote sound family financial decisions in times of transition. Basic financial management topics educated 2,789 youth and adult class participants. The Money 2000 program conducted in Bonneville County spurred participants to save a total of nearly $33,000 and reduce debt by $28,400. A participant of the Canyon/Owyhee Counties Money 2000 program reported that as a result of the program she stopped accumulating debt and is paying off outstanding debt. She's sharing Money 2000 information at her workplace with Idaho Department of Corrections parolees.

Workforce preparation classes dominated Goal 3 instruction. District IV educators, teaching "Welcome to the Real World" (WTRW), reached 303 youth through their partnership with Eastern Idaho school districts. Though not listed under other goals, WTRW also contributes to Goal 1.1. A Fort Hall Indian Reservation consumer economics teacher shared a success story about this program. All Sho-Ban tribal members (including youth) are receiving several thousand dollars as a result of a lawsuit. Former students who participated in WTRW asked their teacher for guidance in selecting savings institutions so they can save their settlement rather than spend it.

In District III an educator partnered with a health organization to teach youth "Succeeding in the Working World". An entrepreneurship program in District III taught 30 adults how to sell specialty food products. District II's "Put Your Skills to Work" educated 80 low-income Hispanics and graduated 50. E-Commerce skills were taught to 22 participants in rural Marsing. All of these workforce classes can be considered Community Development programs. Newsletter articles about wise consumer buying (19 of 24 articles) dominated the media efforts for this goal. These news articles reached an additional 42,922 people.

b. Sources of funding to support the UI extension programs in family resource management include Smith-Lever (3) b&c, EIRP funds, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by local, private grants, including a Kellogg 20/20 grant.

c. Scope of Impact:
State Specific audiences are the primary beneficiaries of this program.
(1) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program.
(2) Multistate Research is not described in this report of extension activities.
(3) Integrated Research and Extension has limited application to this program.
(4) Multistate Integrated Research and Extension has limited application to this program.

Farm Safety

County agents from Minidoka and Lincoln County worked with ISDA Senior Water Quality Analyst to plan and organize a Worker Protection Workshop. Topics covered record keeping, pesticide safety and labeling, worker protection requirements, and sprayer calibration.

Participants felt the information was useful and informative. Several participants stated that this type of information is important, especially with increase in regulation and potential enforcement. Three re-certification credits were available.

a. Sources of funding to support the UI extension programs in family resource management include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension.

b. Scope of Impact:
State Specific audiences are the primary beneficiaries of this program.
(1) Multistate Extension has not been a key factor in this program.

(2) Multistate Research is not described in this report of extension activities.
(3) Integrated Research and Extension has limited application to this program.
(4) Multistate Integrated Research and Extension has limited application to this program.

Leadership Training and Development

The Master Gardener Program continues to be very popular in Idaho. This past year 351 volunteers were trained in the Master Gardener Program. The Master Gardener Program is organized in two levels, beginning and advanced. Curriculum is planned to meet the needs of beginning and advanced volunteers and specific gardening issues within counties. Many counties offer beginning and advanced training on alternating years. Master Gardeners are trained to strengthen their gardening skills to help themselves and others. They use these skills while teaching youth and adults about gardening. Many Master Gardeners partner with 4-H youth and/or community beautification projects.

Advanced Master Gardeners conducted their own program in Payette County. Advanced members prepared the Gardener to Gardener Insert for the Family Issues Newsletter 6 times a year. Elmore County trained 13 students in the Master Gardener program. So far this year for their work, students have assessed lawn, garden and insect samples, given recommendations as well as assisting the Extension Office in organizing the file cabinets. Master Gardeners were actively involved in "City Beautification" projects across the State.

4-H Volunteers
This year 161different training events were held to train 4-H Volunteers throughout the state. Through this process 1621volunteers received training to assist them in more effectively carrying out the mission of the Idaho 4-H program. Many of the returning volunteers assume leadership roles of specific county and district youth events. Their leadership of these events is often the reason the events continue since extension educator time is so limited.

Skills and competencies have been developed in the 4-H leaders through leaders training sessions (36 leaders) in which themes of role modeling, leadership, understanding, evaluation and specific record keeping skills have been taught. Problem solving techniques were presented at an initial grievance committee meeting. Three new leaders have been recruited and trained for the 2001 4-H year. Thirty-three others are returning leaders. Elmore County leaders serve on the District 4-H Camp Committee, represent Elmore County Leaders' Council in the district and serve on the District II Horse Committee and the Meat Animal Taskforce.
A top priority of the 4-H program this year was the Recruitment/Marketing

campaign. Idaho has set a goal to recruit 1000 new 4-H volunteers in the next 3 years. Volunteers have been trained to assist with this recruitment campaign.

Master Food Preservers

Food Safety is a growing concern of families in Idaho. Requests for programs and information continue to increase in many counties. This year a total of 139 volunteers were trained in food preservation and the importance of using research based, referenced recommendations. Several counties offer beginning and advanced Master Food Preserver training.

Farm/Ranch Leadership Development and Community Leader Development

Approximately 249 farmers and ranchers have been trained to help them develop the necessary leadership skills needed to become proactive in Agriculture issues in their community and the state. The main objective is this Extension programming is to help farmers, ranchers and community leaders understand and use the social action process, interest based problem solving, and public issues education processes.

Food Safety Advisors (advanced and new) were utilized in answering phone questions, putting up displays, teaching classes etc. One advisor taught a class of jail inmates to be food preservers. This was requested by the inmates because they have a garden and wanted to preserve the food. They also wanted the information for their own use when paroled. In District II the Advanced Advisors (MFP) donated an estimated 500 hours to the program. Payette County trained 24 Master Gardeners. They had a booth at the county fair and at several other county activities. Volunteers answered phone calls and identified insects and weeds at the Extension office. This is the first year we have had a special place for this activity.

A number of problem solving techniques have been used in Elmore County in 4 different educational presentations. These techniques were followed to make certain that effective harmony has been kept within the Elmore county 4-H Leaders/programs.

Four organizational meetings to coordinate and train committee members to offer a series of financial workshops (publicity, site, speaker, evaluation and miscellaneous) facilitating, organizing and presenting skills taught. Trained speakers, trained participants, maintained a working coalition of 10 non-profit organizations, supervised the volunteers of the coalition, publicity of the program, Press-Tribune pictures/ articles, brochures, press releases – area papers, treasurer change to Janie Archuleta – Spring 2001.

Cooperative with groups, organizations, agencies - 188 volunteers are working with 721 youth in 82 clubs in Ada County, 31 of the volunteers were new volunteers assuming roles beyond the club level: 4 association officers; 10 Advisory Council officers; 12 market livestock sale committee; 12 Ada County

4-H Endowment Fund; 13 Western Idaho Fair supervisors; 2 Extension Advisory Council members; 1 Know Your Government county coordinator; 1 Teen Conference chaperone; and 1 District 4-H Camp Director.

'New Communities' project design team-23 members – The New Communities project involves the cooperation of many groups, organizations, agencies to build leadership and volunteer capacity in Marsing area.

Working with Marsing Resource Center (MRC), Marsing Schools and community organizations/agencies to develop a project that will enable teens to mentor/lead younger children on computers. Superintendent, Principals – Elementary, Middle and High School, FCS teacher, Tech specialist, Business teacher, Elementary teachers. Working with the MRC's to strengthen both the University of Idaho Cooperative Extension System and MRC capacity to deliver programs, recruit members for Design team , collaborations and support for project.

Power UP computer lab Grant-Marsing Resource Center (MRC) Collaborations – Problem solving, working to develop teens to mentor/lead younger children on computers, working with the MRC's to strengthen both the UI CES and MRC capacity to deliver programs, over 21 collaborative partnerships

Food Safety Advisor Program in Owyhee County – coordinate volunteer time of one FSA in Owyhee County. Continue training on an informal basis. Nine new 4-H Leaders were recruited into the traditional program in Owyhee County, 58 volunteers worked and were trained in the non-traditional partnership.

One extension volunteer, has given many hours of time helping with the New Communities project, the Power UP lab and developing leadership with the Marsing Resource Center (MRC). She has worked with the MRC to help them get their organizational structure in place with by-laws, paperwork to acquire the IRS's 501 (3) status. She has also given hours of time writing a grant for sustainability of the center. In the process she has trained volunteers on grant writing.

Teens are trained to be teachers and instruct younger members during the 4-H Achievement Day – Looking Your Best. Ada County had a risk management scenario at every association meeting in 2000-2001. Leaders are aware of "common sense" risk assessment and have had a safe 4-H year. Child abuse, civil rights and policies and procedures have been strongly emphasized and implemented in Elmore County. Presentations were given to United Way. Officers Wives Club, and other civic auxiliaries.

a. Master Gardener Highlights for 2001:

Advance Master Gardeners planned and conducted the beginning Master Gardener program in Payette County.

1) Advanced volunteers prepared gardening newletters or inserts that reached approximately 10,000.
2) Master Gardeners in Bonneville County were trained to take leadership of sixteen different committees. These leadership positions allowed for development of leadership skills in managing volunteer workers in variety of settings.
3) Volunteers conducted plant clinics were offered in several locations.
4) Volunteers assisted with the Lemhi Cooperative Weed Management Area with an educational weed mailing and collected and pressed noxious weed specimens to be used for educational purposes.
5) Wildflower seeds were collected distributed to the public at a county fair.
6) Ten beginning Master Gardeners in Blaine County worked at the Ezra Pound House to propagate roses, with raspberry and strawberry plots at the Sawtooth Botanical Garden, with landscaping at the Bellevue Post Office.
7) Master Gardeners diagnosed gardening and lawn problems in several county offices.
8) 15 volunteer Master Gardeners in Twin Falls were trained on how to organize and facilitate a horticulture conference. The volunteers plan to organize such a conference next year.

4-H Volunteers Highlights for 2001:

"Discover the World" marketing materials were used in all counties to recruit new 4-H volunteers. Over 185,000 either read news articles, heard radio broadcasts, or saw TV spots on how to volunteer in 4-H.

1) Leaders council meetings were used as training opportunities. Topics covered included leadership principles, new curriculum, communication skills, member recruitment, child protection, policies and procedures, risk management, new volunteer orientation, demonstrations, subject matter updates, and judging projects. Many volunteers prefer this option since it reduces the number of night meetings they need to attend.
2) The 4-H Know Your Government Conference has been held for 14 years. 4-H'ers that attended those first conferences are now in the workforce and are in a position to help with the conference as volunteers. This year 2 former planning committee members who were third year law students at the UI, stepped in at the last minute to run the judicial workshop. Five other former planning committee members and delegates also helped with the 2001 conference. The fact that these former delegates are willing to give up a holiday weekend to help with this conference shows that the this program has had a major impact on their lives.

   A Power UP computer lab Grant was received in Owyhee county. The faculty and staff worked with the Marsing Resource Center (MRC), Marsing Schools and community organizations/agencies to develop a project that will enable teens to mentor/lead younger children on computers.

The program is helping strengthen both the University of Idaho Cooperative Extension System and MRC capacity to deliver programs, recruit members for Design team , collaborations and support for project.

3) Teens were trained to be modeling teachers and instruct younger members. The Teens took responsibility for the committee to plan and carry out the county fashion show and an all day workshop for FCS 4-H members.
4) Four camp counselor training programs were offered throughout the state. Teens were trained in group dynamics, child protection, personal leadership, teaching and problem solving. Many of these teens do most of the planning for the summer camp programs. A strong adult/youth partnership model is followed within the Idaho 4-H camping program.
5) Fifty youth were trained as state 4-H Ambassadors. They learned how to improve their speaking abilities and how to market 4-H in their communities.
6) The Cooperative Curriculum System (CCS) has been adopted in Idaho. New project materials have replaced outdated Idaho curriculum. This change has required an extensive volunteer training on how to use CCS curriculum in the club and county 4-H program. Twenty-three different workshops were conducted throughout Idaho focusing specifically on the new CCS curriculum and record books.
7) 4-H volunteers were trained in risk management at 4 locations. 610 volunteers learned how they could implement risk management in their 4-H clubs and projects to protect youth, themselves and the organization.
8) 75 Youth and adults attended the first Idaho Youth Technology Forum. Workshops and speakers provided a wide range of technology experiences, incuding computers, the Internet, digital photography, digitized music, and other related topics. The Idaho youth technology team planned and led the conference. A grant from Qwest provided scholarships for underserved youth to attend the forum.

Master Food Preservers Highlights for 2001:

A Hispanic volunteer trained in a county with large Hispanic population.

1) A volunteer taught a class of jail inmates to be food preservers. The inmates requested the class to preserve the produce grown in their garden.
2) Several counties offered information booths at county fairs. These were organized and staffed by Master Food Preservers.
3) Master Food Preservers volunteered time in several county offices to answer phone calls during the high season of food preservation.

Farm and Ranch Leadership Highlights for 2001:

Twelve volunteers were trained and provided assistance for the Money 2000 and 2000 Women's Financial Information coalition. This financial program reaches many women throughout District II.

1) In District III during the past year extension has worked with three different Water Shed Advisory Committees and the parent organization Basin Advisory Groups (BAG) and one aquifer recharge group. The net result was 6 meetings and 4 presentations in public policy education. Extension was the organization that assisted communities in telling the story to the agencies making final decisions. Extension was also responsible for teaching local people what the agencies needed to accomplish. Nine agents have been active in water related public issue education. Public policy education in livestock nutrient management was conducted by 3 extension educators. One program was provided to county commissioners and clerks. These programs offer insight into some rather volatile public issues. The fact that extension was invited to make presentations to policy makers suggests that Extension has the creditability as a source of non-biased information.
2) Training was held to help the Board of Idaho Families Resource Center gain funding, hire staff, determine education classes, develop clientele and become a positive organization to help Bannock county families.

a. Sources of funding to support the UI extension programs in family development include Smith-Lever (3) b&c, Federal Food Stamp Education funds, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by local, private grants, including Qwest technology funding.

b. Scope of Impact:
State Specific audiences are the primary beneficiaries of this program.
(1) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program.
(2) Multistate Research is not described in this report of extension activities.
(3) Integrated Research and Extension has limited application to this program.
(4) Multistate Integrated Research and Extension has limited application to this program.

Parenting

In Bannock County worked with other family agencies to form the Family Resource Center, providing support services to families in the area. They received funding from the Department of Health and Welfare, local area agencies and organizations, and from fund raising activities.

Educators from extension, schools, courts, and social service agencies were trained in the Parenting Apart curriculum in the fall of 2000. Many would be able to offer the course in conjunction with the courts in their counties, who will refer divorcing families to them. The program is also being offered in Gooding County by Extension Educator, Diana Christensen.

The Basic Parenting curriculum was provided to Extension Educators with the support of Critical Issues funds in the summer of 2000. Chuck Smith, the curriculum author, came to the FCS in-service in the fall to train our educators in use of the program. Since then, Sue Traver and Carol Hampton have given a workshop at the PNW Parenting Conference in Spokane to educators in our neighboring states about using the card games on parenting issues, an innovative parent education tool in the curriculum. Sue has also been able to offer workshops in her county based on the curriculum. Several county newsletter articles have also come from the curriculum. One reason we were attracted to this particular curriculum was its flexibility, and our various formats of use show that we are taking advantage of that feature.

Scholarship activities to develop "100 Years of Family Life" is yielding results, including a publication in the *Journal of Family and Consumer Sciences,* an article on family history in the Centennial edition of *Programs and People,* several presentations at regional and national meetings, and the development of a workshop for use by educators at the county level. Current scholarship on rural poverty and youth has resulted in a workshop on the topic at a national meeting, and will be further developed to make the information available to our extension educators and other concerned professionals in Idaho.

We completed the draft for review of *Navigating Work and Family,* a set of 10 handouts for use in schools, workplaces, and childcare settings. The set is currently being reviewed for publication by Ag Communications, and will be submitted as a PNW publication.

Parents as Teachers has really taken off during the 2000-01 reporting year. We currently have programs in 13 sites and include parents at all income levels, teen parents, Hispanic families, single as well as two-parent families. Our original grant focused on parents of children from 0-3 years of age, but in 2001 we received additional funds from the Governor's office to expand the program to more families, and to include training for parents of 3-5 year old children. By the end of June, we had 226 families in the program, including 271 children. In each county, the program includes monthly personal visits to all participating families, monthly group meetings for parents, health screenings for the children, and referrals to other community programs.

Other program accomplishments

Over the year we developed an evaluation plan for the program based on the logic model. We will be gathering data from the U of Idaho programs in the months ahead.

We are also preparing to involve the other PAT programs around the state in the evaluation plan in the fall of 2001.

The Parents as Teachers National Center shows great interest in the evaluation tools we developed, and has been distributing them to other interested states.

We collaborate with Success by 6 on a monthly newsletter to PAT educators around the state, called PAT CHAT
A dozen news articles on U of I Parents as Teachers programs have appeared in newspapers around the state.
Programs and People featured an article on the U of I Parents as Teachers programs in their Winter, 2001 edition
We received funding from the March of Dimes for prenatal/parenting outreach to pregnant women and their families.
In partnership with Success by 6 and with support from the Albertson Foundation, we hosted the first statewide Parents as Teachers Networking Conference in Boise, drawing 120 participants.
An annual report was submitted to the Governor's office in January, 2001, as well as a shortened version for more general use.
We enjoyed working with Jessica Clampet, a U of I intern in the summer of 2001, and several local programs have also benefited from the help of Americorps volunteers.
Our state Parents as Teachers office has been able to bring leadership to programs throughout the state. We work collaboratively with Success by 6, which houses the new state affiliate for Parents as Teachers.

Parenting Apart is a three-session workshop to teach divorcing parents the effects of their divorce on the children, and to help mitigate those effects. Participants learn to listen to their children, and understand their children's anger; they learn mediation techniques to work with the other parent; and they learn the importance of planning for a future with conflict minimized. An Impact Statement was prepared.

The after-school program in Gooding has served 72 children this year representing 40 families, average daily attendance 17. Of parents returning a survey, 92% indicated high satisfaction with child friendly policies and improvement in child's attitude since changing to child friendly policies.

Parents as Teachers in Gooding County currently serves 27 families representing 54 children. The parent educator went to ¾ time in May, and our AmeriCorps member is serving full time. Children are benefiting from the screenings that identify developmental problems, activities help in their development, monthly family group meetings provide family fun time and socializing experience, and parents are becoming more confident in their role as parents.

Married and Loving It! was taught in the district with each FCS educator teaching one lesson. Participants learn characteristics of unhappy vs. happy couples; communication techniques; financial planning; identifying causes of anger; conflict resolution techniques; and decision making and committing time to the relationships. Participants reported using one or more techniques that strengthened their marriages or relationships.

a. Parenting programs in the state that were initiated over the past two years are off to a great start. Workshops were conducted on parenting topics such as sibling relationships, children's eating and nutrition, children's friendships, confidence in children, separated and divorcing parents, car seat safety, and toys parents can make. These sessions involved 313 participants, with 307 (98%) reporting that they would adopt one or more ideas from the workshop. The families enrolled in our Parents as Teachers programs also receive monthly personal visits from a trained parent educator.

   We feel especially good about the complementary nature of the parenting programs we've introduced to the state over the past two years. Parents as Teachers is designed for parents of young children, Basic Parenting is for parents of children from 2-12 years of age, and Parenting Apart is appropriate for parents of children of all ages who are separated or divorced.

   Our media presence in the area of parenting is rapidly growing. Radio interviews reached an audience of 5000, and televised interviews on parenting reached 18,000 – 32,000 homes. County newsletters around the state included 46 articles on parenting, with circulations ranging from 150 – 7000 homes. Extension was involved in 35 articles on parenting for newspapers, each one reaching between 300-33,000 citizens. Features on extension programs in Programs and People reached 13,500 homes.

b. Sources of funding to support the UI extension programs in family development include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by grants, including a State of Idaho grant for the Parents as Teachers program, and grants for the Americorps projects and from the March of Dimes.

c. Scope of Impact:
   State Specific audiences are the primary beneficiaries of this program.
   (1) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program.
   (2) Multistate Research is not described in this report of extension activities.
   (3) Integrated Research and Extension has limited application to this program.
   (4) Multistate Integrated Research and Extension has limited application to this program.

Youth Development/4-H

The Idaho 4-H staff are in their last year of the current Strategic Plan for Idaho 4-H/Youth Development as the initial meetings for the development of a new strategic plan for Idaho 4-H were held September 10th and 11th, 2001 and this is the plan we will report against in 2002. The five primary

goals for the current plan are: 1) market 4-H, 2) provide innovative curriculum, 3) create partnerships and innovative programs, 4) enhance volunteer involvement, and 5) increase financial support.

This past year 298 programs were conducted to help market the 4-H program. 63 of these programs utilized new delivery methods to try to reach more youth, 99 of the presentations were designed to increase enrollment in the 4-H club program, and 79 programs were specifically targeted at increasing enrollment in school enrichment programs. According to the University of Idaho media service report, at least 687, 913 people (half the population of the state) were reached with information designed to help market the 4-H program. Part of our marketing efforts last year were specifically targeted at recruiting new volunteers. Our goal is to recruit 1000 new volunteers over a three-year period of time. Last year's successes puts us well of track to achieve that goal as 409 new volunteers were recruited and completed the 4-H Orientation for New Volunteers (Welcome to the World of 4-H). 268 training sessions for volunteers were offered last year, reaching over 3,000 volunteers with training to help them carry out their volunteer role(s) with the 4-H/Youth Program.

In addition to marketing 4-H to recruit more volunteers and members, we are also changing the way we work with communities to carry out 4-H. Last year 4-H staff worked with 77 coalitions to help carry out innovative programs for youth in local communities. One of the fastest growing delivery modes for quality youth development programs is the partnership 4-H has been forming with local schools to support school age care programs which are available to families when school is not in session. These programs have received high evaluations and are greatly appreciated by working parents. These programs are now available in about 25% of Idaho's communities and reach over 5,000 youth annually with educational programs in safe environments. Most of the programs include homework assistance, nutritious food, and creative educational activities utilizing technology skills, artistic expression and enhanced literacy. These programs have been highly effective in reducing juvenile crime from 3-6 p.m., improving the social and academic skills of youth and reducing parent stress.

Another focus of the 4-H program last year was on creating effective youth/adult partnerships. 105 training sessions were held to help youth and adults work together more effectively to enhance their leadership skills and make improvements in the communities where they live. Other innovative programs conducted this past year include: 1) training for faculty and staff on Working with Hispanic Audiences, which was attended by 62 individuals, 2) providing training for 4-H judges via satellite on how to judge the projects for the new curriculum adopted by Idaho 4-H, and 3) the redesigning of Idaho 4-H Teen Conference. The attendance at Teen

Conference had been on a gradual decline for the past five years, and this year it was redesigned to feature 20 hour subject matter tracks in the following seven areas: 1) Get Wired Up (Technology), 2) Fashion in Your Future, 3) Discover the Great Outdoors, 4) Learning to Lead, 5) Poprocks and Cheetos (Food Science), 6) On Target Livestock Program, and 7) Exploring the Arts. The evaluation feedback was very positive from both campus based and county-based faculty and this format will be repeated again this coming year. Campus based faculty felt the in-depth subject matter tracks proved to be a successful way to involve them in youth development opportunities as well as giving them a vehicle to promote their colleges and departments.

We have continued our efforts to update and improve the curriculum used for 4-H programs in Idaho. We have eight ongoing curriculum teams, which guide our work in this area. The group has monthly conference calls and has successfully developed and piloted a new 4-H Involvement Report, which eliminates the duplication found in our old 4-H Record Book System. This new tool has been welcomed by both 4-H members and volunteers with enthusiasm. The Idaho 4-H Requirements Handbook, which covers all 4-H projects has been completely updated, another project for which county staff are very grateful. We continue to transition to 4HCCS, the national curriculum system, as our major source of curriculum for state approved 4-H projects in Idaho. Curriculum for seven new project areas came from this source and Idaho received the 4HCCS grant to develop new leadership material for 4-H. County faculty and staff are more aware of the latest curriculum developments in the CCS system and have adopted a positive attitude about implementing the curriculum in Idaho 4-H programs. They have had a hands-on experience with several of the curriculum pieces and will readily implement the resources locally. With the adoption of CCS curriculum, we have increased the focus on life skills development in our 4-H programs. Last year Idaho hosted the national training for Shooting Sports leaders based on the new curriculum.

We continue to make progress on our goal to increase financial support for the 4-H program. The Idaho 4-H Endowment Fund, which is managed by the University of Idaho Foundation, now has $1,306,135.15 in its accounts, and even though circumstances caused us to delay our campaign a bit, we are pursuing an additional two million dollars through this statewide campaign. Our donor support for annual programs last year was $61,000.00. Staff continue to be competitive in seeking financial support for programs through grants. Last year 4-H received $417,319.69 through grants that supported Idaho 4-H programs.

In Minidoka County, 4-H is involved in With Gardens We Grow, supported by a Wal-Mart Good Neighbor Grant in cooperation with the Minidoka County Juvenilie Probation Department and adult volunteers. Initial

planning has been done, and participation of youth at risk in this gardening program will begin in the spring of 2002.

This year at the Cassia County 4-H "Communications Rodeo" contest a new category was added for skits. The topic this year was "family values" and one club gave a presentation promoting strengthening families by eating meals together. This contest promotes life skills in youth of decision-making, speaking, and organizational skills. Joan Parr reports that parents, leaders, and members have been very excited about this opportunity for youth.

Asset building for youth has been a strong theme in Caribou County through work building a community coalition for youth and recruiting funds to administer the Search Institute youth survey in the county. Assets were a strong theme in several articles in the Caribou County Sun, circulation 3000, and in three articles in the Extension Chronicle, with a circulation of 12,000. Focus groups have been formed to develop action steps in response to the survey results. Youth are integrally involved in decision making in the project.

Bonner County drew 42 people to a videoconference called "A Safer Community for Children and Youth: Ten things you can do," featuring nationally recognized expert on violence and children, James Garbarino. Sue was new to the county at the time, and this proved to be a great strategy for meeting youth-oriented professionals as well as citizens concerned about young people.

Goal: Public relations

In partnership with the State 4-H office and KIVI Channel 6, District II Extension offices designed media campaigns to:
Increase participation in 4-H programs by adults and youth

1) Raise awareness of 4-H as a rural and urban program
2) Promote 4-H's affiliation with the University of Idaho

A three-month campaign of news coverage and promotion was designed. A news conference kicked off the campaign with Idaho's First Lady, Patricia Kempthorne. All calls came to Ada County, volunteers living in other counties were referred to their local county office. Ada County had 40 interested people.

One contact resulted in the National Guard flying an Apache Helicopter to the Extension office as part of Aerospace Day. This gave a lot of people who didn't know about 4-H a chance to learn about the variety of projects. The annual Legislative Day has been combined with Recognition Night. The evening was well attended with standing room only, but only a few legislators attended.

Goal: Educational resource base for high quality relevant curriculum.
This was the first year of using all CCS 4-H projects. Enrollment has gone up in areas that had no enrollment last year. The leaders were trained in how to use the new project materials

Goal: Partnerships for positive youth development.
Ada County Extension office has begun new partnerships with Boise City Healthy Youth Healthy community. We wrote Top 18 Tips for being a great coach and role model. This was distributed to all youth organizations in the Treasure Valley.

The Parks and Recreation partnership of summer day camps were in five parks. A total of 861 youth were reached with 4-H activities. This summer more in-depth day long summer day camps provided 216 youth with hands-on learning.

The German Marshall Fellowship is in it's second year. Five European Fellows visited Boise to learn about American Agriculture. This international exchange has provided a chance to learn of other cultures right here in Boise.

Goal: Increase and strengthen volunteer involvement.
Twenty four of the 31 new leaders completed new leader training. The Ada County program has 66.7% leader return from 1st to 2nd year and 84.6% return from 2nd to 3rd year. The return rate of leaders staying three years has risen to 41%. Leader training and meeting requirements are up front expectations that help volunteers to determine their time commitment.

Goal: Enhance financial support
The Ada County Endowment Fund consists of 11 volunteers who raise money for scholarships for Ada County 4-H youth and adults. Scholarships are provided to Teen Conference, Know Your Government, National Horse Contests, National 4-H Congress, District II 4-H Camp and Ambassador Training. This group yearly sponsors the 4-H/FFA exhibitor picnic at the Western Idaho Fair.

New or Revised Educational Materials Developed and Distributed to Clientele

Idaho 4-H Today
4-H Policies and Procedures 2001-2002
4-H Project Requirement Handbook
4-H Volunteer Screening Handbook
A Palette of Fun for Arts and Crafts
Elements and Principles of Art
Kidspace Web Site
4-H Involvement Report, 4-H Record book
Sportfishing Ethical Compass, Card and Leader Guide

Dairy Project Ethical Compass, Card and Leader Guide
Horse Project General Equitation Optional Focus Area Skills Checklist
Horse Project Record Book Revision
Beef Livestock Record Book Leaders Guide
Sheep Livestock Record Book Leaders Guide
Swine Livestock Record Book Leaders Guide
All Livestock Record Book sheets as numbered publications at Ag Communications
Shooting Sports Record Book
Rifle Project Optional Focus Area Skills Checklist
Archery Project Optional Focus Area Skills Checklist
Shotgun Project Optional Focus Area Skills Checklist
Pistol Project Optional Focus Area Skills Checklist
4-H Heritage Project

a. Positive youth development has been a focus of workshops throughout the state, as well as community coalition development. Topics for youth have included career development, rural and farm safety, substance abuse prevention, and training teen babysitters and camp counselors. Trainings for adults working with youth include topics of discipline when working with groups of young people, child protection issues, violence prevention, and building safe communities for youth. These workshops have involved 1,345 participants, all of whom report adopting one or more ideas from the training. In addition, families and children alike have benefited from the quality after school care provided by extension educators in some Idaho communities.

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Adams County**:** The 4-H Expansion and Review Committee identified challenges to 4-H participation as: 1) numerous sports programs compete for the youth and their parents' time, 2) volunteers have limited time, and 3) children rotate living with the other parent in split families.
Suggested approaches to increase participation in 4-H were: 1) recruit at the school with 4-H exhibits, 2) use school enrichment to share knowledge, 3) use cloverbud projects to reach the 6-8 year olds who are not involved in sports and have an interest in getting started in 4-H, and 4) develop existing projects into "compressed" projects that are completed in one day. The 4-H enrollment for 2001 is about the same as 2000. Volunteers, parents and children have shown a real interest in the one-day "compressed 4-H projects.

Bear Lake County**:** this year for a fundraiser we tried a game wheel at the fair. Participants would spin the wheel to determine the item they had won. The top prizes were "make and take items", like grain art bottles. For several reasons, this fundraiser did not accomplish the goals set.

Blaine County**:** Our major program thrust this year was increasing volunteer education and involvement in our current programs.
We had several new members join our livestock clubs this year who did not have a traditional farm background. One of our sheep clubs recruited several young members who had never raised sheep before. The leaders of this club organized their meetings around basic information that led these new members step by step through the process of raising a market lamb, the taught them how to prepare the animal for a livestock show. These leaders also visited the homes of their club members to see how they were doing, and help them where they could. This year's dairy club was made up primarily of members who not only did not have a farm background, but also did not even own a diary heifer.

A 4-H leader from one of our few remaining dairies started a club where 10 children could work with heifer from their herd. The farm fed and maintained the animals in their herd and the members worked with the animals and cared for them during club meetings. They were also taught about the dairy industry and regularly observed day-to-day activities on an active dairy. Their final project was showing these heifers at the fair in a fitting and showing class, and a quality class. It was apparent that the children learned quite a bit from their dairy club experience. Their showing techniques were well practiced and accurate, and they displayed a solid basic knowledge of dairy animals. The dairy show turned out to be one of our most successful shows at our county fair.

Author Mary Jacobson visited Blaine County to promote her book "Chesta's Way". Her book is about Chesta Wright and the 4-H program for runaway girls

called City Kids and Calves. Ms. Jacobson distributed these books to local merchants with the understanding that a portion of the sales would go toward Blaine County 4-H. Ms. Jacobson also donated several of these books in hardcover for our leaders and the office to use as promotional items.

Bonneville County**:** Bonneville County 4-H made the switch to the 4-H CCS materials. Training for leaders regarding the materials was held on multiple dates, and reached 75 volunteer 4-H leaders. Training in new or revised projects was held a number of times, reaching approximately 30 leaders. Liability issues were not well understood by many 4-H leaders, so a Critical Issues Grant was used to fund liability training for leaders in District IV, which reached twenty-five 4-H volunteer leaders and Extension Educators.

Boundary County**:** New and current 4-H volunteer leaders were trained in risk management, policies and procedures, and parliamentary procedures during the annual Super Saturday leader training.

Butte County**:** With the advent of the new CCS curriculum, an aggressive training program was undertaken. We participated with agents from Custer and Lemhi to provide a training at Salmon, which was attended by 7 Butte County leaders, as well as leaders from Custer and Lemhi counties. We also supported a similar program in the Magic Valley. For Butte leaders who could not attend either of these trainings, 3 similar trainings were held in Butte County to accommodate them.

We had increased participation in the Leaders' Forum with 4 leader's attending. We also had more leader interest in judging criteria and interview judging with a number of leaders participating in the State Judge's Training.

Camas County**:** 4-H Camp – Food Products Workshop. The basic outcomes for Camas County's 4-H camp was to increase life skills, provide fun and learning opportunities. Workshop topics at camp were selected based on teaching youth about raw products and how they become something consumers can purchase at the local supermarket. One of the activities conducted at camp was the food products workshop, which focused around making trail mix. Discussion of ingredients found in trail mix included participants reading and locating on a map about how and where the ingredients were grown.

Afterwards, participants split into groups, and on town maps they were asked to write down the jobs involved at each store or place of business. The town maps started with the farm of a particular trail mix ingredient and then went through some of the businesses needed to process the raw food product ending with the super market and the consumer's home. Youth were asked what their parent's occupation is. Then adults gave an explanation of how that job is important to the community. In the end, trail mix was prepared. Evaluations were given at the conclusion of camp, part of which was to name five things you learned at

camp. The food products workshop was a success when several youth mention they learned more about where food comes from.

Canyon County**:** Fifty children from the Notus community participated in a four-week summer day camp. Participants included 2% black, 4% American Indian, 32% Hispanic and 62% white. Educational opportunities were offered in computer technology, visual arts, performing arts, science, aerospace and health lifestyle and nutrition. Eight teens from the surrounding area participated in training, planning sessions and had a major responsibility of coordinating and teaching children in the program.

A significant impact for the families was that their children who would have been at home alone or in a child care facility participated in a healthy broad well-rounded educational summer program. Parents indicated that in 94% of the families who participated in the program both parents (or single parent) are working outside the home. The children developed an appreciation for the traditions, arts and talents of various cultures. Field trips to a museum, cultural center, park, library and airport exposed children to assets of the surrounding area and resources available that instill a connection to the larger surrounding communities. Children were exposed to technology through hands on experiences in robotics, computer, and aerospace. One experience was the challenge of building a robot and programming it to manipulate objects and interact with other robots. Teens developed work force preparation skills through training provided by University of Idaho Canyon County Cooperative Extension personnel. These skills were reinforced through planning activities, teaching and mentoring younger children and shadowing adults.

As a result of the recruitment campaign, there was a 15% increase in the number of adult volunteers and a 50% increase in the number of teen leader volunteers.

Canyon, Owyhee and Gem County**:** School to Work Program. The State of Idaho has put great emphasis on making sure that students are prepared for the world of work. The School-to-Work Program encourages schools to write plans and goals that will help their students in their future role in the "work place". Both Canyon and Owyhee schools are involved in this effort. They are continuing to partner with the community and neighboring schools. It is a goal to place teens in a "work" environment to help build experience levels, leadership, and skills. Current and future plans would include placing trained teens into the programs listed in the proposal and giving them school credit for an internship experience.

Cassia County**:** A major goal this year has been to increase 4-H camp enrollment. To accomplish this goal, Marla Lowder visited all but one school for grades 3 through 8 in Cassia County. She talked about camp and how fun it would be, 4-H and what it has to offer, and introduced the teachers to a few

things we had to offer them. By getting out and pushing camp, our county enrollment doubled from 17 to 35 youth. We were so excited to increase participation and will continue to recruit more this year.

Through this and many other efforts, our county enrollment went form 424 in 2000 to 429 in 2001. Not a great jump for traditional members, but it is headed in the right direction. Number of projects takes has decreased from 1.9 per member in 2000 to 1.8 per member in 2001. This is above the state or district average of 1.3 projects per youth. Cassia County is headed up and we plan to keep on climbing.

Other things that are happening in the county are an attempt to bring about leadership opportunities for the youth. We are strongly encouraging our youth to participate in programs such as "Know Your Government". We had five delegates from Cassia attend the conference this past year and as a follow up, they met with the commissioners and shared their experiences. Of these five, two were encouraged to apply for the planning committee, which they did, and were accepted. One of these young ladies was also chosen by her peers at the planning meeting this past summer to be Speaker of the House.

Clearwater County**:** This year we tried several new ways to reach non-typical 4-H youth. A weeklong project camp was held in June that offered non-traditional 4-H projects. The camp was successful, and 15 youth were enrolled. My program assistant and I spoke at the area elementary and Jr. High schools to youth about 4-H and the programs it has to offer.

Elmore County**:** Meeting and establishing a curriculum with a Mountain Home Business Educational teacher has been and will continue to be a means of enhancing educational like skills for approximately 350 students who are learning materials from the Financial Planning materials available through our office. Science kits were given to two schools to use, providing educational life skills for about 450 students.

To enhance "Community Pride": the 4-H ambassadors have been very involved with the community in projects such as the "Cheer Basket Program" for needy and underprivileged citizens, as well as traveling to two of the local elementary schools and giving demonstrations on the 4-H program. Two ambassadors also assisted with demonstrations at the high school field tour. Demonstrations were also given to different auxiliary and non-profit organizations. Approximately 400 children were exposed to the 4-H opportunities trough these efforts.
To enhance financial support, an annual raffle has been continuing for several months where funds will be raised for scholarships, trophies, and expenses incurred by Leaders' Council. A local company has matched all funds raised for the raffle

Franklin County**:** This year we have 11 new members of our adult counsel and four new teen officers. We had three teens who attended KYG and one who went to National Congress.

Gooding County**:** Two FCS 4-H leaders held all day, continuous summer camps at the Extension office meeting room to complete sewing projects. One leader had 25 members doing two levels of quilting and five levels of sewing, for a total of six weeks from 9 am to 5 pm. The other leader used the all-day summer camp idea for three girls completing two different sewing projects. They did the sewing itself in three days, with the demonstrations and completion of record books on other days. The Extension Office provides the sewing machines and other equipment, with some new machines funded by a grant obtained from Health Net Coalition by the sewing leader, a sewing machine servicing and some supplies funded by grant money from the FCS Extension Educator. Both leaders are enthusiastic about the summer camp concept and plan to work together next year combining both clubs in the summer sewing camp.

Idaho County**:** The Idaho County 4-H program had another successful year during the 2001 fiscal year. Twenty-nine new 4-H leaders joined the program, which brought the total of leaders to eighty. The after school program realized a big increase in enrollment with 722 participants in the program. The 4-H ambassadors program continued to be extremely successful. The 10 ambassadors gave 40 presentations to promote 4-H. Idaho County had a record number of 4-H members attend Teen Conference in 2001; in fact we had the largest number of participants in the state. The 4-H Camp was held again in 2001 after a one-year lapse. The camp participation was at capacity. Community support for the program continues to grow with an increase in financial support from local organizations and business.

The Centers for Discovery Project assists the communities of Cottonwood, Elk City, Grangeville, Kamiah, Kooskia, and Riggins in establishing locally-managed, holistic learning programs that focus on the social, emotional, physical and intellectual development of youth.

The Centers for Discovery program was funded by a US Department of Education grant in the Spring of 2000. The $1,217,831 per year “seed monies” will establish after-school and summer enrichments programs I Cottonwood, Elk City, Grangeville, Kamiah, Kooskia, and Riggins. The three-year grant is a result of collaborative efforts by School District #241, #304, #242, the University of Idaho Cooperative Extension System, and Spectrum Consulting, an evaluation and educational development firm.

Current research has documented numerous negative effects of children being home alone after school. Children left to themselves or under the care of siblings are more likely to engage in risky behavior, such as drug and alcohol

use, are more often the victims of accidents and abuse, are more likely to suffer from lower academic achievement, and are more likely to suffer from increased social and emotional problems. The Centers for Discovery program provides a safe and enriching atmosphere for the enhancement of our area's youth.

In each community, a program Operations Board or not-for-profit board, comprised of community members, parents, and school personnel, designs and establishes a sustainable program. Each community's board is empowered to shape the local services provided in their program.
The programs focus on academic achievement, arts and culture, anti-drug and violence education, life skills development, technology learning and use, and recreation.

Grant funds cover most of the start-up expenses during the first three years of operation. Each Centers for Discovery board will develop a sustainability plan that includes assessing fees for some programs. These fees will accumulate during the first three years of operation and help provide a sustaining source of income for the future.

All area youth have access to Centers for Discovery programs. Low income youth receive assistance through the Idaho Child Care program or may qualify for partial or full scholarships from other sources.

Jerome County**:** The Jerome County Community Garden program began with an equipment grant from the National Gardening Association. The project involved many community groups, Master Gardeners, 4-H Clubs, and juvenile probation. Jerome County donated an area behind the extension office to be used as the community garden project. The back half of the area was converted from weeds to a vegetable garden and the front part to flower gardens through donations from Wal-Mart, Kimberly Nurseries, D & B Supply, and Moss Greenhouses. As the project evolved, Juvenile Probation worked with the Extension office to provide youth to participate in the program. These youth were given the opportunity to work in the garden on each Tuesday from the beginning of May through the end of August and to complete a pilot 4-H project designed by Christy Falen and Marsh Hawkins entitled "From Seeds to Salsa." On each Thursday during this time period various 4-H groups and volunteers also worked in the garden and on the pilot 4-H project. The program was a huge success giving young people the opportunity to truly see the fruits of their labors. Produce from the garden has been donated to the local soup kitchens, families in need, and the Magic Valley Gleaners. To date, an additional grant from the HealthNet for $2,200.00 has been procured and an outside tool storage unit and fence will be added to the project. The project will be continued in the spring of 2002.
Kootenai County**:** The year, one of our primary focuses has been on enhancing the quality of curriculum offered within the 4-H Program locally. To date within Kootenai/Shoshone counties, we have incorporated the CCS

(Cooperative Curriculum System) program materials for 23 subject matter areas, and are looking at utilizing 4 more areas for the 2002 program year. Jim Wilson worked extensively with Sharlene Woffinden on development of a statewide 4-H involvement report to aid in reduction of repetitious record keeping. He also provided leadership in revising the 4-H Horse Record Book and various Livestock records for statewide use. Jim was also part of the Idaho team that assisted in hosting the NAE4HA National Conference in Denver. Leann focused on strengthening the leadership training for Family and Consumer Science Project areas and coordinated our Junior and Cloverbud youth camp programs.

The Inland Northwest 4-H HUB (7 northeastern WA and 5 northern Idaho counties) has made progress towards consolidated programming efforts. Due to some last-minute changes to the contract within the camp selected for the youth leadership camp (grades $6^{th} - 8^{th}$), we ere forced to cancel this year's event; we are currently planning a program for the coming year. We have also been focusing on developing a stronger, clearer image of what our group does and how it benefits youth and adults throughout the entire region. Jim provided leadership in developing a HUB logo and both he and Leann have taken on leadership within the youth leadership camp program.
Other collaborative activities involved the North Idaho Brain Injury Association with helping to provide equestrian helmets for youth at a discount rate and developing an after-school 4-H program for middle-school youth in cooperation with the Post Falls Alliance for Children and Families. We are busily making preparations for the 2001-2002 school year.

Lewis County**:** The CL^2N 4-H Camp is a collaborative project between Lewis, Latah, Clearwater, and Nez Perce counties. The camp is held annually in July. It is a great camp with classes, free time, evening programs, campfires and more. Teens develop leadership skills while campers learn many life-long skills.

Youth development in Lewis County goes beyond the 4-H program. The Clearwater Area Farm and Forest Fair educates area 5^{th} grader about natural resource industries such as farming and forestry. This helps these youths grow to be more responsible citizens and to better understand public policy issues regarding resource use, preparing them to participate in decisions regarding those uses. The Clearwater Area Farm and Forest Fair is a one-day event held annually in Orofino. The fair has frown from an attendance of 280 in 1997 to over 425 in 2001, and is now presented on two days. Extension educators from Lewis, Latah, Clearwater and Idaho counties cooperate in the planning and operation of the fair. We asked classroom teachers, fair presenters and volunteers to evaluate the fair in 1997 and 1999. The Clearwater Area Farm and Forest Fair received the highest evaluation possible and many teachers implored us to continue the effort.

Lincoln County**:** Workshops were held in the elementary schools that provided an opportunity for the parents to become familiar with the 4-H program and opportunities for their children. A very active teen leader association was organized in the county with twelve young members providing community service activities in the local communities. District III Teen Winter Camp and tri-county 4-H summer camp are highlights for Lincoln county youth. Both camps are well attended and are supported by the leader's council through scholarships for lower income youth.

Madison County**:** The following activities/events were held in Madison County to increase and strengthen their volunteers: 4-H Leaders' Banquet-2001, 4-H Advisory Board Meetings: 8/27/00, agenda- Plan the Fair, 11/14/00, agenda – Plan and schedule next year's 4-H activities, 1/9/01, Agenda – Organize the leader's thank you dinner and awards, 2/5/01, agenda – Organize recruitment and trainings, 4/23/01, agenda – Organize Alpine 4-H Camp, 5/21/01, agenda – Organize the summer workshops, 6/25/01, agenda – Work on summer workshops, 7/23/01, agenda – Evaluate summer workshops and organize Madison County Fair activities.

Minidoka County**:** The Minidoka County 4-H Teen Association is a very committed group of about 25 youth that support and work with these three groups. In addition, the teens mentor younger members and serve as camp counselors and role models in their local clubs. The Minidoka County Teen Association has scheduled their third state exchange with Indiana for 2002. They have previously exchanged with Kansas and Montana.
Minidoka County has a large Hispanic population and an effort to include a higher percentage of youth and adults has begun. This year, the second Hispanic adult leader was trained and a total of twenty Hispanic youth participated in the 4-H program. Critical Issues money was used to help twelve, low income or Hispanic youth attend our tri-county youth camp the summer of 2001.

Owyhee County**:** An eight-week Aerospace project offered by Tara and Genevieve with the Marsing Elementary After School Program was a real hit with the children. The program reached a high percentage of Hispanic children. 4-H curriculum used included new CCS Aerospace "Lift Off", "Pre-Flight," and the 4-H "Early Dreamers" project books. The children were divided up into two groups, kindergarten through second grade and third through fifth grade. In addition to building straw rockets and other educational activities, Roc Cox, Don Melbourn, and Lloyd Sherwood came from Nampa and demonstrated flying their remote control airplanes on March 13, 2001. Tara and Genevieve arranged for a helicopter to come from the Idaho National Air Guard at Gowen Field to the school on March 21, 2001. The children got a close look at the chopper. Both the remote control airplanes and the helicopter visit were hits with the children.

On April 27, 2001, we brought the Mobil Space Station to Marsing fro Elementary School (MES) classes involved in the Aerospace project and for other classes at the MES and the Marsing Middle School. 210 youth participated in the Space Station visit. Laura Moore Cunningham Foundation funds ($1000) were used to pay the cost of brining the Space Station to Marsing.

The WOW computer lab was utilized for 4-H programming in Owyhee County in the summer of 2000 and spurred interest in a larger technology project. Interest on the part of teens further created outreach to more youth in the area of technology. Cody Stahle was encouraged and mentored to apply for the National Technology Team. Cody was selected and attended "National 4-H Conference" in Washington DC April 1-7, 2001. Partnerships with the MHS business teacher and the Marsing Resource Center showed potential for an expanded technology project. Grant with the State 4-H office and Canyon County was written to launch the technology project focusing on Hispanics in around Marsing. The Marsing School Superintendent commented how pleased he was to see a program like ours developing in the Marsing area and commend how we collaborated with the school and other agencies in town.

The director at the Nampa Boys and Girls Club welcomed out youth technology team from Owyhee and Canyon Counties to do robotics workshops with the children at the club. We successfully did four nights of "hands on" robotics with over twenty children. (Interest stimulated by the technology project encouraged our community to apply for a Power-Up computer lab.)

Two parents commented on how much their children were enjoying the latest phase of our technology project, an after school technology program for children kindergarten through fifth grade. A member of the youth technology team said she enjoys the project because she is learning career skills by using technology and working with younger children.
The 4-H Program Assistant position and the Extension Nutrition Program (two part-time 4-H Youth Nutrition Advisors) have made possible the expansion of youth activities in the community and schools. Schoolteachers and personnel are overextended; partnerships with extension have opened new programs and support for classrooms. The 4-H program is reaching increased numbers of youth with non-traditional, special interest, school enrichment, and the traditional program.

New recruitment methods have been used. Recruitment of 4-H members and leaders at Marsing Elementary School parent teacher conferences and recruitment in the schools were new methods used this year. A special 4-H recruitment display was set up at the Homedale Smorgasbord, a popular fundraiser attended by a large number of community members. Special emphasis has been given to forming a 4-H club at the Marsing Labor Camp, home of many Hispanic children. Special outreach has been done in

consultation with Mrs. Montes, Marsing School District's coordinator for Hispanic students. The children will be able to walk to the office for meetings. The 4-H program coordinator project is reaching a diverse audience of youth with non-traditional 4-H programs. Over 42% of Tara's youth contacts being reached are Hispanic, an audience traditionally under-served by the 4-H program. A significant number are at-risk youth including the Hispanic youth, non-traditional religious sect disallowing medical care, dyslexic teen, learning disabled youth, two teen Mom's, pregnant teens and other teens with serious problems. Contacts for the entire 4-H program are 69% Caucasian and 31% Hispanic.

Funding received from the Laura Moore Cunningham Foundation (LMCF) is making it possible for Owyhee County 4-H to reach a diverse audience of youth from various religious orientations, limited incomes, teens having children, developmentally and emotionally delayed youth, ethnic backgrounds, and various at-risk situations. The 4-H Program Assistant project, under the leadership of Beverly Healy is providing a supportive and caring environment to generate trust and recognize potential talents of youth to help them achieve success. The youth are learning life skills, nutritious eating habits, developing self-esteem, self-confidence, initiative and responsibility through expanded non-traditional 4-H activities. Positive community and social interactions are an integral part of the innovative programming.

Payette County**:** 4-H school enrichment has reached youth in 3, 4 and 5 grades in Payette and Fruitland. Youth do a variety of nutrition programs in the classroom as well as "Bread in a Bag". A highlight is the garden component. Youth learn about planting container gardens. Some classes planted seeds for their container gardens; others had plants donated from local green houses. Almost 600 youth in Payette and Fruitland planted container gardens to give their mothers for Mother's Day. Exhibits were displayed at the Fruitland Spring fair and the Payette County Fair.
Payette had four special 4-H Day Camps this year. Two were holiday related. The youth reached were not regular 4-H members. Activities included making holiday gifts for the family, nutritious snacks and group play activities.

Power County**:** We had support from our County Commissioners this past summer; they provided PILT money to contract services for a summer 4-H aide. Idaho Power and the Eastern Idaho Employee Community Service Fund contributed over $200 to Power County 4-H. This money was used to purchase equipment for the county shooting sports program.

Twin Falls County**:** Nutrition classes were presented to the Boys and Girls Club of the Magic Valley each Monday during the months of April, May and June. Thirty students ages 8-11 participated in the 2-hour classes. Each group of students received four lessons that included the Food Guide Pyramid, Got Calcium, Proper Hand Washing, and The Skeleton. After each lesson and

hands-on activity, students prepared a food item or healthy snack. The Got Calcium curriculum has also been presented in eight schools in District III. The series of four lessons consist of: All About Calcium, The Skeleton, A Supermarket Hunt for Calcium, and A Taste Testing Party. We have reached 1518 students, of which 689 are of Hispanic origin. Team Nutrition curriculum has been presented in four schools in the Magic Valley. We presented eight lessons to 111 youth.

Sportsfishing curriculum was presented to the Boys and Girls Club on Wednesdays from February to May. There were eight lessons given, and 17 youth were present each class. We are continuing our work with the Boys and Girls Club.

Valley County**:** This year we continue to encourage involvement in the 4-H program at all levels. We encourage youth to attend as many functions as possible through the use of scholarships. We had youth participate in KYG, Teen Exchange, National Technology Conference, Teen Conference, District Mini-Forum, State Leaders Forum, NRW Camp, Teen Camp, and Kid's Camp. Youth from Valley County also participated in the District Demonstration contest and round robin showmanship activities at the Western Idaho Fair. In addition to these activities, we took Extension into two classrooms in the McCall-Donnelly school district to deliver programs on Food Safety. We also conducted two Community Club nights specifically aimed at recruited additional youth into the 4-H program. Enrollment was up from 100 last year to 138 this year. This was quite an improvement and was due in large part to our growing horse program.

Washington County**:** In 2001, Extension faculty continued teaching wildlife habitat and management to youth in 3 separate settings. The first setting was the 4-H Wildlife Habitat Evaluation Program. A team of four this year placed second in the state contest. The second setting was the Natural Resource Camp in Ketchum. We taught the wildlife section to approximately 67 youth over the one-week camp. The final setting was the Weiser River Soil Conservation District Field Day where he taught wildlife management principles to 150 youth.

District IV**:** Several District faculty are members of the State Curriculum Advisory Team (CAT). Faculty members reviewed and updated the project requirements sheets for the Idaho 4-H Clothing, Consumer Skills, Knitting and Crochet Projects. Requirement sheets for the 4-HCCS Sewing and Textile, Consumer Decision, and Bicycle projects were created. Faculty members volunteered to serve on a CAT sub-committee charged with looking at the 4-H record keeping system. Faculty served as the committee's editor for the pieces that were created. Drafts of these new pieces were presented at the Extension Annual Conference in Sun Valley, with a few additional revisions. The CAT members approved the "4-H Involvement Report" and "4-H Record Sheet", for

piloting. Starting October 1, 2001, these two plus several Project Summary Sheets, Record Books for assigned project areas and new/updated Project Requirement sheets that District IV member of CAT created will be available for statewide use.

Livestock Day Camp – this program has continued as a multi-state program. This year the group continues to give pre and post tests to the participants in order to determine the effectiveness of this educational program. This data has shown them that the curriculum is effective for educating all ages of youth as well as adult leaders. New teaching methods and materials were developed this year. Some of the new, hands-on methods included: a meats cut miniature golf course, pack your show box, animal breads bingo, feeding your 4-H project animal, carcass quality, body parts relay, judging pork chops, beef carcass composition, and meating the grade lamb activity, and others. Each of these new methods is hands-on and very interactive. Youth were taught ethical standards, as well as how to give oral reasons, fit, show, and feed their animals, and how to produce higher quality products. Several faculty members presented a workshop on this very successful "Livestock Day Camp" educational programs at the Western Regional 4-H Leaders Forum.

District IV has expanded Bannock and other counties 4-H programming by organizing and offering various innovative 4-H leader trainings. A group of educators, and specialists have offered liability trainings in the district. Leaders form neighboring counties were incited to attend the training that best met their schedule. The first training was offered in Idaho Falls on January 16th, the second in Pocatello on the 17th, and the third in Preston on the 18th. Five volunteers attended and 4 cluster team members. Two digital video cameras recorded the training in Preston. A 4-H'er from Fremont County has edited and created a VHS video of this training that will be available to the counties in District IV and other counties.

State 4-H Staff from Idaho**:** Provided leadership for the Visual Arts and Crafts Curriculum, involving over 13 states in the design and pilot testing in 23 states to a broad range of audiences such as homeschoolers, military school age programs, public schools, as well as 4-H clubs. The project is now complete with an Elements and Principles card produced by Idaho, a Kidspace Web site with additional resources and a visual display and brochure. This new project is a real hit and has sold over 10,000 copies nationally.

One of Idaho's delegates to National 4-H Congress was selected to serve on the leadership team during Congress. Only 20 youth from across the nation are selected for this honor. Idaho youth are gaining experience and leadership training that puts them on an equal footing with 4-H members across the nation. Provided leadership for the Idaho Technology Leadership team's Technology Forum during Teen Conference, which reached 72 teens and 10 adult volunteers, out of 240 teen conference attendees. Adults and teens attended

over 15 workshops and developing skills in web pages, digital imaging, robotics and educational software. Community action plans were developed to take back to their local communities to share the technology skills they had learned.

2001 was a very successful year for the Idaho 4-H International Program! In 2000, an assistant coordinator was added to help promote the international program in the southern part of the state. In 2000 we hosted only 13 youth and one chaperone. After three years of building relationships with families and local 4-H program staff, we decided to take on more month-long youth. This year we hosted 22 for the month long stay and we have 3 Japanese students attending high school in Idaho this year.

This past year, Idaho 4-H partnered with the five Valley Boys and Girls Clubs in Idaho to support local activities to highlight National Kids Day, August 5th. The 4-H Endowment Board has offered scholarships to graduating seniors for 3 years. Each year the number of scholarships offered and the number of individuals applying has increased. In 2001, four $500 scholarships were offered, 3 to incoming freshmen and 1 to an upperclassman. 35 freshmen and 10 upperclassmen applied for scholarships, almost twice as many as the previous year. This increased interest in and awareness of the program, and the applications themselves show that there is a definite need for these scholarships.

b. Sources of funding to support the UI extension programs in family development include Smith-Lever (3) b&c, State appropriations for agricultural research and extension, and county appropriations for University extension. Several projects are also supported by grants, including a State of Idaho grant for the Parents as Teachers program, and grants for the Americorps projects and from the March of Dimes.

c. Scope of Impact:

State Specific audiences are the primary beneficiaries of this program.

(1) Multistate Extension (collaboration with national organizations and faculty) has contributed to the development of programs and methodologies used for this program. Several multi-state projects are specifically identified above, including the creative arts curriculum, National 4-H Congress, livestock camps, sprotfishing and shooting sports training, and numerous others.
(2) Multistate Research is not described in this report of extension activities.
(3) Integrated Research and Extension has limited application to this program.
(4) Multistate Integrated Research and Extension has limited application to this program.

A. Stakeholder Input Process

The University of Idaho Cooperative Extension System was engaged in a major, statewide process to gather stakeholder input in 1999, immediately prior to the development of the current five-year plan of work. That process invited and involved

Idahoans from across all counties and interests to help determine the priorities of Cooperative Extension. Findings from that effort were used to identify specific customer needs and program expectations and were built into the plan of work as priorities.

In the period since that statewide effort, stakeholder input has been solicited and gathered in a variety of ways. At the state level, the Agricultural Consulting Council meets with Extension administration and College of Agriculture executives and department heads to provide specific recommendations as to program needs and priorities, for both research and Extension. That council is made up of representatives from 63 different (mostly) agricultural-interest organizations. In addition, Extension programs in family and consumer sciences are influenced at the state level through annual meetings with the Family and Consumer Sciences Advisory Council, a group with similar mission and organization as the ACC, made up of representatives of family, education, health science and community-based organizations. State Extension programs are also influenced by state legislators, who provide input through various appropriations, discussions and bills.

Discipline-based programs are influenced by stakeholders at both state and local levels. State groups interested in various commodities work collaboratively with Extension faculty to develop the programs for a variety of educational programs, including cereal schools, beef schools, potato schools, dairy schools, etc. State agencies and commodity commissions affect Extension programming through direct contact with faculty and through grant programs, normally focusing both research and Extension efforts.

At the local level, educators in every county assemble a variety of advisory councils including 4-H leaders' associations and expansion committees, agricultural producer committees, community development committees and FCS advisory committees. Local Extension programs are also influenced by local government, through the various county commissioners who preside over Extension accomplishment and budget hearings and appropriation processes. Annually each Extension educator also provides a formal opportunity for evaluation and feedback from stakeholders, in association with multiple programs.

A specific multi-county needs assessment was conducted during this reporting year in the southeastern counties of Idaho. Results from that assessment have been summarized and incorporated into local and statewide planning activities. Similar multi-county assessments are being conducted in 2002.

Stakeholder input is incorporated throughout the development of Extension programs; from problem identification through evaluation. Extension program and planning teams gather and summarize input from stakeholders, that is used to determine program priorities.

B. Program Review Process

At the most basic level, all Extension faculty (and all other UI faculty) must develop annual position descriptions that outline major programs for the year. These position descriptions are subject to annual merit review at a number of levels, beginning with division leaders and department heads and ending with associate deans and deans. Merit and program success of each faculty member is also thoroughly reviewed throughout the tenure and promotion process by a panel of faculty, at years 3, 5, 10, 15, 20, etc. Further merit review is conducted by review panels charged with specific program responsibilities. These review panels may include commodity interests, other academics, agency personnel and stakeholders. Last year, Extension faculty submitted 60 successful competitive grant applications for state critical issues funding and a similar number of other competitive applications for funding from other sources.

C. Evaluation of the Success of Multi and Joint Activities

Idaho Cooperative Extension's involvement in multi-state and integrated activities is an integral part of our five-year plan of work. Individual faculty have described their efforts in relation to thirteen major program thrusts that form the framework for our planning and reporting process. The thirteen major program thrusts were identified and characterized following a statewide effort to generate stakeholder input. The cumulative total of investment planned in multi-state programming is reported for 2001.

Idaho Extension realizes significant benefits from involvement in integrated and multi-state activities. A principal benefit is that faculty and staff develop new ideas, skills, and interests through collaborations, as they share, learn, and co-develop new applications, new models, and methods with colleagues across mission areas and States. New curricula, new concepts in teaching and learning, and new ideas about how to address stakeholder needs are cornerstone benefits from collaborative efforts.

(1) Did the planned programs address the critical issues of strategic importance, including those addressed by stakeholders? Our efforts during 2001 have directed Idaho Extension resources toward issues of importance to stakeholders. Among the many programs described in section A. "Planned Programs" (above), multi-state examples can be found to address most of the 18 critical issues identified during the statewide stakeholder input process conducted prior to the development of our current plan of work. However, it would be premature to proclaim that our programs have achieved their goals. Much of what we described to be our intended outcomes has yet to be accomplished, as we are not yet through our plan of work.

(2) Did the planned programs address the needs of under-served and under-represented populations of the state? Primary under-served populations in Idaho have been identified as Hispanics (7% of the population), American Indians (1%) and economically disadvantaged persons. Programs that addressed the needs of under-served audiences were both planned and not planned. Among those planned efforts

with the greatest influence on under-served residents are EFNEP, Extension Nutrition Program, EIRP and 4-H. Each of these programs directs significant resources to meet identified needs of under-served.

Notable accomplishments include the establishment of new EFNEP/4-H clubs (interdisciplinary) and the expansion of traditional 4-H clubs into Coeur d' Alene Reservation communities in northern Idaho. A new program has been ititiated on the Coeur d' Alene reservation through the EIRP program, and a new educator hired to serve that audience. The "putting your skills to work" project successfully targeted Spanish-speaking immigrants with education about employment skills.

Other planned programs were also re-configured and delivered with the intent of meeting the needs of under-served groups. These include the development and inclusion of a day of Spanish-language sessions at the international potato school (multi-state), establishment of raised-bed demonstrations on the Nez Perce Reservation, delivery of non-traditional 4-H programs in Owyhee County and on the Duck Valley Reservation (multi-state), and a Spanish for Service Providers program in Valley County.

Another important under-served audience includes small-scale farmers. Multi-state efforts with Washington and Oregon helped reach these groups in both northern Idaho and in the Treasure Valley with a variety of targeted programs including alternative farming and pest alert networks.

Unplanned efforts to reach under-served residents were also initiated to meet needs identified by stakeholders since our statewide input process two years ago. Among these, Idaho Extension has developed and delivered integrated and interdisciplinary programs to teach survival Spanish language skills to our faculty and to teach job-seeking and acquiring skills to Spanish speaking residents. Idaho Extension also delivered three significant programs for the professional development of our faculty and staff. These programs focused on understanding different cultures and designing programs that fit the cultural expectations of our underserved populations.

(3) Did the planned programs describe the expected outcomes and impacts? Idaho Extension faculty and staff and the entire organization, are realigning into more outcome-focused approaches to program planning and documentation. As we undergo this transition, there is diversity in the quality and value of the outcomes described for different planned and unplanned programs. A number of the specific outcomes identified in the plan of work are measurable and sufficient. In other areas, new approaches to accountability are being explored and implemented. In most cases, multi-state activities describe outputs of collaboration rather than intended outcomes. Examples of such planned multi-state outputs include workshops, publications, conferences, databases and curricula.

(4) Did the planned programs result in improved program effectiveness or efficiency? Collaborative efforts helped Idaho CES achieve efficiency and effectiveness,

especially in the area of product development. Multi-state collaborations allow diverse faculty to combine skills, talents and resources to develop tools useful to each collaborator and their in-state colleagues. A notable multi-state collaboration to deliver education about feeding young children in group settings enabled University of Idaho to reach tens of thousands of learners at a distance, thereby reducing the per learner cost of the training to a fraction of what any state could accomplish on its own. Our involvement with the PNW publications effort enables Idaho, Washington and Oregon to develop regional products that meet the needs of multiple states, eliminating inefficiencies associated with duplication and reducing the per unit cost of production.

A. Multistate Extension Activities

University of Idaho Extension allocates considerable resources to Multi-state programming. Faculty and staff provide estimates of their commitment to multi-state efforts on an annual basis, and these project titles and commitments follow. Efforts declared by faculty as multi-state range from involvement in their professional societies (creating or sharing programs, techniques, and products) to co-authoring publications and presentations, to participation on regional coordinating committees.

Total expenditures on multi-state activities for faculty salaries and benefits include those that are directly related to the five goals ($543,500) as well as efforts that have not been assigned to a specific goal ($197,630). Those investments that have been estimated by Goal are shown below. Those investments not assigned to goals include administrative collaborations, collaborations in technology use and development, communications partnerships, etc. Investment in multi-state programming does not include travel, communication, or other operational expenses.

Goal		
I.	Competitive Agriculture	
II.	Safe Food*	Salary & Benefits
III.	Health & Nutrition*	
IV.	Natural Resources/Environment	$ 249,977
V.	Economic Opportunity/Quality of Life	11,355
		11,355
	Multistate investment in programs (goals)	104,370
		166,443
	Other Multistate investment	
		543,500
	TOTAL MULTISTATE INVESTMENT	
		197,630
		$ 741,130

* UI Extension has highly integrated programs in food safety and health and nutrition. Consequently, it is impractical to discriminate between multistate investment in goal 2 and goal 3; and the total multistate investment in the two goals is arbitrarily divided equally between the two goals.

Faculty involvement in multistate projects

Project Title: American Distance Education Consortium (ADEC)
ADEC is a consortium of 58 land grant universities that represents 42 states
Time Invested in this project (% of FTE): 3%;

Project Title: Feeding Young Children in Group Settings
This is a national outreach/distance education project. Project collaborators are from Nevada and Colorado.
Time Invested in this project (% of FTE): 20%

Project Title: 2001 Chair, *WCC-69 Coordination of Integrated Pest Management Research & Extension Programs for the Western States & Pacific Basin.* AZ, CA, HI, ID, MT, NM, NV, OR, UT, WA, WY and Pacific Basin Territories.
Time Invested in this project (% of FTE): 3.5%

Project Title: contributing author, 2001 PNW Insect Management Handbook; OR, WA.
Time Invested in this project (% of FTE): 2.5%

Project Title: participant, *Pacific Northwest Insect Management Conference;* CA, ID, OR, UT, WA.
Time Invested in this project (% of FTE): 1.9%

Project Title: Child and Youth Development Internship Program with the US. Air Force; GA, KS, MA, MO, NJ.
Time Invested in this Project (% of FTE): 30%

Project Title: Visual Arts and Crafts, (4HCCS curriculum) *"A Palette of Fun with arts and Crafts";* AZ, CA, IL, MO, NV, NH, OR, PA, UT, WA, WI.
Time Invested in this Project (% of FTE): 25%

Project title: Kidspace art website.
Time Invested in this Project (% of FTE): 5%

Project Title: National Extension Association of Family and Consumer Sciences (NEAFCS) Annual Meeting "Exploring New Frontiers" Steering Committee
Time Invested in this project (% of FTE): 2%

Project Title: High School Financial Planning Program;
Time Invested in this project (% of FTE): 2%

Project Title: Logic Model of Extension Program Evaluation; National.
Time Invested in this project (% of FTE): 2%

Project Title: NEAFCS Budget Committee; National.
Time Invested in this project (% of FTE): 2%

Project Title: Pacific Northwest Bulletin on Managing Late Blight; OR, WA.
Time Invested in this project (% of FTE): 1%

Project Title: Inland Empire Natural Resources Youth Camp; WA.
Time Invested in this project (% of FTE): 3%

Project Title: Flag Leaf N Monitoring; OR.
Time Invested in this project (% of FTE): 5%

Project Title: Treasure Valley Seed Dealer/Elevator Annual Meeting; OR.
Time Invested in this project (% of FTE): 1 %

Project Title: Small Grains Performance Testing; OR.
Time Invested in this project (% of FTE): 12%

Project Title: SARE Sponsored Regional Nutrient Management Training; Western Region.
Time Invested in this project (% of FTE): 1%

Project Title: Producers Pride Value Added Calf Program; OR.
Time Invested in this project (% of FTE): 2.5%

Project Title: Weekly Newspaper Column provided to Colville, Washington paper.
Time Invested in this project (% of FTE): 1%

Project Title: Co-Chair of Awards Banquet for NAE4-HA in Denver, Nov. 2000; National.
Time Invested in this project (% of FTE): 10%

Project Title: Chair-elect Distinguished Alumni Task Force, Public Relations and Information Committee, NAE4-HA; National.
Time Invested in this project (% of FTE): 4%

Project Title: NAE4-HA Hall of Fame Task Force, chair of the Celebration Committee; National. (NC, FL, WI, AZ, WA, CO and OR.)
Time Invested in this project (% of FTE): 8%

Project Title: Northwest parenting Conference; OR, WA.

Time Invested in this project (% of FTE): ½ %

Project Title: Tri-State Northwest Dairy Shortcourse Planning Committee (University of Idaho, Oregon State University, and Washington State University)
Time Invested in this project (% of FTE): 3%

Project Title: USDA (CSREES) IFAFS Grant Proposal (University of Idaho and Washington State University); WA.
Time Invested in this project (% of FTE): 2%

Project Title: USDA (CSREES) IFAFS Grant Proposal University of Idaho, New Mexico State University, Cornell University, and Oklahoma State University) (NM, NY, OK).
Time Invested in this project (% of FTE): 2%

Project Title: Select Sires, Inc.-University of Idaho research on "The effect of elapsed time between initial thawing of multiple .5 mL semen straws and AI on conception rates in dairy cattle." (CA, OH, WA)
Time Invested in this project (% of FTE): 7%

Project Title: Bi-State Dairy Proposal: University of Idaho and Washington State University; WA.
Time Invested in this project (% of FTE): 1%

Scientific Advisory Council for the Center for Invasive Plant Management. National.
Time invested in this project (% of FTE): ½ %

Project Title: Mini Society - Entrepreneurial Education
Time Invested in this project (% of FTE): 5%

Project Title: International Program Coordination (Japanese Exchange; IFYE Exchange); National.
Time Invested in this project (% of FTE): 5%

Project Title: Western Region Teen Leadership Conference; Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: Children, Youth and Families at Risk Conference Planning Committee; National.
Time Invested in this project (% of FTE): 5%

Project Title: Strategic Planning Meeting Washington State University, FCS agents; WA.
Time Invested in this project (% of FTE): 5%

Project Title: Strategic Planning Meeting Washington State University, CAHE; WA.
Time Invested in this project (% of FTE): 5%

Project Title: NAE4-HA Conference workshop presentation; National.
Time Invested in this project (% of FTE): 5%

Project Title: Tri-State Northwest Dairy Shortcourse; OR, WA.
Time Invested in this project (% of FTE): 3%

Project Title: Dairy Beef: Maximizing Quality and Profits
American Distance Education Consortium (ADEC); National.
Time Invested in this project (% of FTE): 5%

Project Title: Sustainable Ag Research & Education Proposal to Fund Web System for Dairy Producers
Time Invested in this project (% of FTE): 1%

Project Title: Livestock and Poultry Environmental Stewardship (LPES) Curriculum Workshop
Time Invested in this project (% of FTE): 1%

Project Title: Pacific Northwest Animal Nutrition Conference; OR, WA.
Time Invested in this project (% of FTE): 1%

Project Title: Nutrient Management of Dairy and Beef Operations featuring the Feed-to-Watershed Continuum
Time Invested in this project (% of FTE): 2%

Project Title: Aquaculture Working Group: Report to the National Organic Standards Board; National.
Time Invested in this project (% of FTE): 10%

Project Title: Aquaculture Effluent Task Force (national)
Time Invested in this project (% of FTE): 10%

Project Title: Western Regional Aquaculture Center – High Performance Feeds; Western Region.
Time Invested in this project (% of FTE): 3%

Project Title: Western Regional Aquaculture Center – Reducing Phosphorous Discharge from High Density, Flow-through Aquaculture Facilities; Western Region.
Time Invested in this project (% of FTE): 1%

Project Title: Western Regional Aquaculture Center – IHNV Control
Time Invested in this project (% of FTE): 1%

Project Title: OSU Plant Disease Short Course; OR.
Time Invested in this project (% of FTE): 1%

Project Title: *Helminthosporium solani* survival in Pacific Northwest soils; OR, WA.
Time Invested in this project (% of FTE):2%

Project Title: Treasure Valley Pest Alert Web Site; OR.
Time Invested in this project (% of FTE): 1%

Project Title: Biofumigants in Commercial Onion Production; OR.
Time Invested in this project (% of FTE): 5%

Project Title: Panhandle Weed Management Area; MT, WA.
Time invested in the project (% of FTE:) 7.5%

Project Title: Idaho Sportfishing Team; MT, WA.
Time invested in the project (% of FTE:) 2.5%

Project Title: Western Beef Resource Committee; Western Region. (AZ, CA, CO, ID, MT, NV, NM, OR, UT, WA and WY.)
Time Invested in this project (% of FTE): 10%

Project Title: Teaching Futures & Options to Manage Risk
Time Invested in this project (% of FTE): 10%

Project Title: Tri-state shooting sports leader training. Effort to standardize the training and certification requirements of each state; (ID, WA, OR)
Time Invested in this project (% of FTE): 4%

National 4-H Shooting Sports committee; National.
Time Invested in this project (% of FTE): 4%

Project Title: 4-H Animal Science Projects.
One major educational effort related to livestock projects, which is coordinated and cosponsored by Washington and Idaho. In 2001, a youth livestock project workday is being sponsored by both institutions. WA.
Time invested in this project – 10%

Project Title: Portland 2001 (steering committee member from ID for NEAFCS annual meeting); National.
Time Invested in this project (% of FTE): 8%

Project Title: Western Beef Resource Committee; Western Region.
Time Invested in this project (% of FTE): 2%

Project Title: Western Integrated Resource Education [W.I.R.E.], WY, UT.
Time Invested in this project (% of FTE): 10%

Project Title: Livestock Marketing Information Center (23 States)
Time Invested in this project (% of FTE): 18%

Project Title: Western Farm Management Extension Committee; Western Region.
Time Invested in this project (% of FTE): 2%

Project Title: FINPACK – Center for Farm Financial Management
Time Invested in this project (% of FTE): 3%

Project Title: Risk Management (ARMS, DOPP)
Time Invested in this project (% of FTE): 13%

Project Title: Evaluation of Wheat, Barley, Pea, Lentil, and Chickpea Varieties Under Conventional and Direct Seeding in WA, OR.
Time Invested in this project (% of FTE): 20%

Project Title: Assessing the Impact of No-Till and Conventional Till on Crop, Variety, Soil, Insect, and Disease Response; WA, OR.
Time Invested in this project (% of FTE): 10%

Project Title: Expanding Access to the PNW STEEP III Cropping Systems Technology; WA, OR.
Time Invested in this project (% of FTE): 5%

Project Title: Livestock Day Camps; UT, WY.
Time Invested in this project (% of FTE): 2%

Project Title: Ultrasound Education; UT, OR.
Time Invested in this project (% of FTE): 5%

Project Title: Western Farm Management Extension Committee; Western Region.
Time Invested in this project (% of FTE): 1%

Project Title: Ultrasound Evaluation of Market Animals; UT, OR.
Time Invested in this project (% of FTE): 2.5%

Project Title: National Association of Extension Family and Consumer Sciences, Portland, Oregon, Tours committee; National.

Time Invested in this project (% of FTE): 1%
Project Title: Retained Ownership- Teaching Futures and Risk Management to Manage Risk
Time Invested in this project (% of FTE): 25%

Project Title: Western Region Pest Management Center (Western States)
Time Invested in this project (% of FTE): 70%

Project Title: Potato Variety Response to Sulfentrazone and Flumioxazin in Idaho and Washington; WA.
Time Invested in this project (% of FTE): 5%

Project Title: Preemergence Weed Control with Sulfentrazone and Flumioxazin in Idaho, Oregon and Washington; OR, WA.
Time Invested in this project (% of FTE): 2.5%

Project Title: Response of Russet Norkotah Tuber Set and Size to Apogee in Idaho and Colorado; CO.
Time Invested in this project (% of FTE): 2.5%

Project Title: Healthy Eating with Diabetes - Training in Portland, Oregon
Time Invested in this project (% of FTE): 3%

Project Title: NEAFCS 2001 Annual Session – planning for the First Time Attendees/Life Members/ National and Affiliate Officers Event
Time Invested in this project (% of FTE): 1%

Project Title: Master Food Preserver Program – note: During the planning process of Kootenai County's Master Food Preserver Program, I was contacted by Stevens County in Washington State. Al Kowitz, county chair of WSU Extension in Stevens County wanted to include himself and four other members from his county in the Kootenai County Program. It then became a Kootenai County/Stevens County project. All five Stevens County members successfully completed the program and are now paying their 30 hours back to Stevens County. WA.
Time Invested in this project (% of FTE): 10%

Project Title: PNW Safety Publications; OR, WA.
Time Invested in this project (% of FTE): 1.0 %

Project Title: Regional Fly-in Workshops
Time Invested in this project (% of FTE): 5.0 %

Project Title: A to Z Retained Ownership, Inc.
Time Invested in this project (% of FTE): 15%

Project Title: Western Region Beef Resource Committee
Time Invested in this project (% of FTE): 1%

Project Title: 4-H/Youth Development; various State partners.
Time Invested in this project (% of FTE): 2%

Project Title: Wellness IN the Rockies (WIN the Rockies);WY, CO.
Time Invested in this project (% of FTE): 5% FTE

Project Title: Coordination and development of water quality extension programs in the Pacific Northwest. OR, WA.
Time Invested in this project (% of FTE): 30%

Project Title: An Economic Decision System for Short Rotation Fiber Culture in the Inland Northwest; WA.
Time Invested in this project (% of FTE): 2%

Project Title: Forest Stewardship Education; WA.
Time Invested in this project (% of FTE): 20%

Project Title: Inland Northwest Hardwood Research and Demonstration; WA.
Time Invested in this project (% of FTE): 5%

Project Title: Evaluation of Selection Silviculture in the Inland Northwest; WA.
Time Invested in this project (% of FTE): 3%

Project Title: Reforestation of Marginal Farmlands in the Inland Northwest; WA.
Time Invested in this project (% of FTE): 2%

Project Title: Western Region Program Leadership Committee; Western Region.
Time Invested in this project (% of FTE): 8%

Project Title: Western Region Program Evaluation team; Western Region.
Time Invested in this project (% of FTE): 8%

Project Title: Annual Food Safety Farm to Table Conference, held every May, joint WSU/UI sponsored conference; WA.
Time Invested in this project (% of FTE): 4%

Project Title: Revision of PNW 250, *You Can Prevent Foodborne Illness*, jointly revised with Drs. Val Hillers (WA) and Carolyn Raab (OR)
Time Invested in this project (% of FTE): 0.5%

Project Title: Preparation of three grant proposals with colleagues at WSU:
Reducing Risk with Food Thermometers: Strategies for Behavior Change (funded USDA CSREES NFSI)
The Germ City Hand Washing Program: Clean Hands, Healthy People (funding status unclear; USDA CSREES NFSI)
Improving Consumer Food Safety Habits: Removing Barrier to Food Thermometer Use (not funded USDA CSREES NRI)
Time Invested in this project (% of FTE): 8%

Project Title: Property Rights Primer (This will result in a simple bulletin on property rights. It is sponsored by the Western Public Policy and Rural Development Committees, Farm Foundation and the Western Rural Development Center); Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: Growing Our Own (A project funded by Western SARE which involves OR, MT, WA.
Time Invested in this project (% of FTE): 3%

Project Title: Multi-State Evaluation of Sweet Corn Seed Treatments (part of NE-124: Genetic Manipulation of Sweet Corn Quality and Stress Resistance)
Time Invested in this project (% of FTE): 15

Project Title: Integrated management of jointed goatgrass; WA, OR, UT, MT, WY, CO, NE, KS and OK.
Time Invested in this project (% of FTE): 5

Project Title: Best management practices for jointed goatgrass; WA, OR, UT, MT, WY, CO, NE, KS and OK.
Time Invested in this project (% of FTE): 5

Project Title: Western Society of Weed Science Meeting; Western Region.
Time Invested in this project (% of FTE): 5

Project Title: American Society of Sugar Beet Technologists
Time Invested in this project (% of FTE): 2.5

Project Title: PNW Weed Management Handbook WA, OR, UT, CA, WY, CO and ND.
Time Invested in this project (% of FTE): 5

Project Title: PNW Certified Crop Advisors Board of Directors; OR, WA.
Time Invested in this project (% of FTE): 2.5

Project Title: Snake River Sugar Beet Conference; OR, WA.
Time Invested in this project (% of FTE): 5

Project Title: Western Regional Integrated Pest Management Committee; Western Region.
Time Invested in this project (% of FTE): 1

Project Title: Sugar beet researchers field tour and summer meeting
Time Invested in this project (% of FTE): 1.5

Project Title: Management strategies to prevent gene flow from transgenic wheat; WA.
Time Invested in this project (% of FTE): 1

Project Title: Western Beef Resource Committee; Western Region.
Time Invested in this project (% of FTE): 3%

Project Title: A to Z Retained Ownership; OR.
Time Invested in this project (% of FTE): 5%

Project Title: Magic Valley and Treasure Valley Forage Schools OR.
Time Invested in this project (% of FTE): 3%

Project Title: 4-H Livestock Day Camp
Time Invested in this project (% of FTE): 1%

Project Title: Ultrasound Education; UT, OR.
Time Invested in this project (% of FTE): 4%

Project Title: 4H CCS; National.
Time Invested: 10%

Project Title: WELD; Western Region.
Time Invested: 10%

Project Title: 4-H IMPACT Study; National.
Time Invested: 5%

Project TItle: 4-H Leadership Trust; National.
Time Invested: 5%

Project Title: National Initiative: Extension Cares for America's Children; National.
Time Invested: 5%

Project Title: Evaluation and promotion of soil moisture sensing devices for scientific irrigation scheduling; OR.
Time Invested in this project (% of FTE): 20%

Project Title: Treasure Valley Pest Alert Network; OR.
Time Invested in this project (% of FTE): 15

Project Title: Innovations with Subsurface Drip Irrigation to Enhance Crop Production and Environmental Protection; OR.
Time Invested in this project (% of FTE): 15

Project Title: Pacific Northwest Extension Publishing OR, WA.
Time Invested in this project (% of FTE): 5 % of FTE

Project Title: Western States Large Herd Management Conference; Western Region.
Time Invested in this project (% of FTE): 2%

Project Title: Western Dairy Newsletter; Western Region.
Time Invested in this project (% of FTE): 3%

Project Title: ADSA Special Publications Committee: Heifer Management Book
Time Invested in this project (% of FTE): 5%

Project Title: Intermountain Nutrition Conference (Planning Committee); NV, UT.
Time Invested in this project (% of FTE): 2%

Project Title: Evaluation of Chlorine Dioxide for Post-Harvest Management of Potato Diseases; WA, CO.
Time Invested in this project (% of FTE): 10%

Project Title: Sharing Resources to Help Connect Farmers to Direct Marketing Niches; WA.
Time Invested in this project (% of FTE): 2

Project Title: On-Farm Education Program; WA.
Time Invested in this project (% of FTE): 30

Project Title: Northeast WA/Northern Idaho Extension (NEWNIE) Small Farm Team; WA.
Time Invested in this project (% of FTE): 5

Project Title: North American Farmers' Direct Marketing Assoc. Board & Conference; WA, others.
Time Invested in this project (% of FTE): 8

Project Title: National Epsilon Sigma Phi Assoc. Committee & Professional Development Conference; National.
Time Invested in this project (% of FTE): 2

Project Title: Small Farm and Home-Based Business Conference; WA, OR.
Time Invested in this project (% of FTE): 7%

Project Title: 4-H Livestock Day Camps; UT.
Time Invested in this project (% of FTE): 5%

Project Title: Utah Idaho Cooperative Weed Management Area; UT.
Time Invested in this project (% of FTE): 4%

Project Title: "Germ City"; WA.
Time Invested in this project (% of FTE): 2%

Project Title: American Agricultural Economics Association Extension Section; National.
Time Invested in this project (% of FTE): 3%

Project Title: Western Marketing and Management Extension Committee; Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: PNW Risk Management Education Project; OR, WA.
Time Invested in this project (% of FTE): 4%

Project Title: Healthy Eating with Diabetes (OR)
Time Invested in this project (% of FTE): 2% (presentation in Portland, conference calls and general support)

Project Title: NEAFCS Conference Planning Committee; National.
Time Invested in this project (% of FTE):1% (First-Timer, Retirees, Officers Reception committee)

Project Title: 4-H/Youth Development; National.
Time Invested in this project (% of FTE): 24.9%

Project Title: Adult Livestock; OR, UT.
Time Invested in this project (% of FTE): 2%

Project Title: Climatic Data and Analyses for Applications in Agriculture and Natural Resources; Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: Extension Nutrition Program; National.

Time Invested in this project (% of FTE): 3%

Project Title: Tri-State Diabetes Alliance; OR, WA.
Time Invested in this project (% of FTE): 1 %

Project Title: WIN the Rockies; CO, WY.
Time Invested in this project (% of FTE): 2.5%

Project Title: Treasure Valley Pest Alert Network; OR.
Time Invested in this project (% of FTE): 15%

Project Title: Master Gardener Program; OR.
Time Invested in this project (% of FTE): 15%

Project Title: Policy Analysis Center for Western Public Lands; Western Region.
Time Invested in this project (% of FTE): 10%

Project Title: W192: Public Lands and Rural Communities in the West: Impacts and Alternatives; Western Region.
Time Invested in this project (% of FTE): 10%

Project Title: WCC-55: Western Coordinating Committee on Range Economics; Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: Western Beef Resource Committee; Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: PNW Extension Cereal Variety Trials; OR, WA.
Time Invested in this project (% of FTE): 6 %.

Project Title: PNW STEEP III Extension – Integrated Cropping Systems Technology Transfer; WA.
Time Invested in this project (% of FTE): 1%

Project Title: Proper Functioning Condition Assessment of Riparian Areas Workshops—Western Region.
Time Invested in this project (% of FTE): 4%

Project Title: Consortium for the Application of Behavioral Principles to Management; Western Region.
Time Invested in this project (% of FTE): 1%

Project Title: Pacific Northwest Range Short Course; OR, WA.
Time Invested in this project (% of FTE): 5%

Project Title: EFNEP/ ENP; National
Time Invested in this project (% of FTE): 10%

Project Title: 4-H; National.
Time Invested in this project (% of FTE): 30%

Project Title: NIPF Foresters Workshop
Other States Participating in the Project: WA
Purpose of the Project: Annually updates professional foresters and others on emerging technology and knowledge applicable to non-industrial private forestry. Alternates between northern Idaho and eastern Washington locations.
Time Invested in this project (% of FTE): 2%

Project Title: Logging Selectively (Pacific Northwest Extension Publication: PNW 534).
Other States Participating in the Project: OR, WA.
Purpose of the Project: Educate landowners and loggers on tree characteristics to consider in thinnings and other "selective" harvests
Time Invested in this project (% of FTE): 3%

Project Title: Co-Chair, Membership Committee, National Association of Natural Resource Extension Professionals ("ANREP"); National.
Other States Participating in the Project: Washington
Purpose of the Project: Co-led committee to increase membership in this relatively new National Extension Organization
Time Invested in this project (% of FTE): 3%

Project Title: Continuing Forestry Education ("CFE") coordination for Inland Empire Society of American Foresters (SAF).
Other States Participating in the Project: WA.
Purpose of the Project: Coordinate continuing education efforts of SAF in eastern Washington and northern Idaho; assign CFE credits for SAF programs, process applications for CFE certificates for individual foresters
Time Invested in this project (% of FTE): 1%

Project Title: PNW Parenting Conference – with OR, WA.
Time Invested in this project (% of FTE): 2%

Project Title: Navigating Work and Family Publication – OR, WA.
Time Invested in this project (% of FTE): 4%

Project Title: NCFR Extension Preconference – most of the states participating
Time Invested in this project (% of FTE): 2%

Project Title: Forage Cues for Animal Preference and Intake; Western States.
Time Invested in this project (% of FTE): 20%
Project Title: Developing a Web-based Dynamic Mapping Capabilities for Spatially Variable Data Leading to Improved Forage Species Selection; UT.
Time Invested in this project (% of FTE): 1%

Project Title: Alfalfa Intensive Training Seminar; UT.
Time Invested in this project (% of FTE): 5%

Project Title: Management Intensive Grazing; Western States.
Time Invested in this project (% of FTE): 5%

Project Title: National Alfalfa Symposium; National.
Time Invested in this project (% of FTE): 5%

Project Title: Caring for your fruit trees in the Lewis Clark Valley
Time Invested in this project (% of FTE): 5% - Planned , coordinated and implemented with WSU Extension; WA.

Project Title: Northeast Washington, North Idaho Extension (NEWNIE) Small Farm Team; WA.
Time Invested in this project (% of FTE): 1%

Project Title: 4-H "HUB"; WA.
Time Invested in this project (% of FTE): 1%

Project Title: NEAFCS National Meeting; National.
Time Invested in this project (% of FTE): 7%

Project Title: Pacific Northwest Insect Management Handbook; OR, WA.
Time Invested in this project (% of FTE): 5%

Project Title: Potato Insecticide Demonstration and Efficacy; OR.
Time Invested in this project (% of FTE): 15%

Project Title: W.I.R.E. Duck Valley Indian Reservation; NV.
Time Invested in this project (% of FTE): 8%

Project Title: 2000 PNW Alfalfa Symposium, Las Vegas, Nevada; NV.
Time Invested in this project (% of FTE): 3%

Project Title: 2001 National Extension Association of Family Consumer Science Conference Committee. First Timers, Life Members and Officers Event Co-chairman. National.
Time Invested in this project (% of FTE): 4%

Project Title: National Extension Violence Prevention Across the Life Span (VPAL) Workgroup. The VPAL Workgroup is sponsored by the National Network for Health. National.
Time Invested in this project (% of FTE): 4%

Project Title: Nez Perce/Asotin County Summer Project Camp; WA.
Time Invested in this project (% of FTE): 4%

Project Title: National KidsDay-Lewis/Clark Valley; WA.
Time Invested in this project (% of FTE): 2%

Project Title: Ornamentals Northwest Seminars, held in Portland, OR
Time Invested in this project (% of FTE): 4%

Project Title: Northwest Direct Seed Cropping Systems Conference; OR, WA.
Time Invested in this project (% of FTE): 10%

Project Title: Web site on: Pacific Northwest Conservation Tillage Systems Information Source; OR, WA.
Time Invested in this project (% of FTE): 5%

Project Title: Pacific Northwest Conservation Tillage Update and Handbook Series; OR, WA.
Time Invested in this project (% of FTE): 10%

Project Title: Technical Adviser to Pacific Northwest Direct Seed Association; OR, WA.
Time Invested in this project (% of FTE): 2%

Project Title: CCS Leadership Curriculum; National.
Time Invested in this project (% of FTE): 10%

Project Title: Western Regional 4-H Marketing/Recruitment Project; Western Region.
Time Invested in this project (% of FTE): 10%

Project Title: Western Regional Leaders' Forum; Western Region.
Time Invested in this project (% of FTE): 3%

Project Title: Western Regional 4-H Institute; Western Region.
Time Invested in this project (% of FTE): 2%

Project Title: Compost Education and Resources for Western Agriculture (a Western Region SARE Professional Development project); Western Region.
Time Invested in this project (% of FTE): 10%

Project Title: Teaching Small Acreage Landowners to conserve their Natural Resources (a Western SARE Professional Development project); Western Region.
Time Invested in this project (% of FTE): 7%

Project Title: Sharing Resources to Help Connect Farmers to Direct Marketing Niches (a Western SARE Professional Development project); Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: Understanding, Evaluating, and Improving Direct Marketing Systems for Small Farms in the Pacific Northwest (USDA – Initiative for Future Agricultural Food Systems); WA.
Time Invested in this project (% of FTE): 3%

Project Title: Partnership 2020 - Initiative for Sustainable Food Systems (a Kellogg Funded grant project for Idaho and Washington); WA.
Time Invested in this project (% of FTE): 3%

Project Title: Western Beef Resource Committee; Western Region.
Time Invested in this project (% of FTE): 5%

Project Title: Inland Northwest 4-H HUB; WA.
Other States Participating in the Project: Washington
Purpose of the Project: Develop and maintain continuity to the 4-H/Youth Development between the 7 northeastern counties of Washington and 5 northern counties in Idaho. Additional multi-stateactivities include bi-state Teen Conference, Know Your Government conference and State 4-H Leader Forums.
Percent of your time spent on Project: 10 %

Project Title: NAE4-HA National Conference; Chair for Exhibit Show; National.
Percent of your time spent on Project: 10 %

A. Integrated Research and Extension Activities

Expenditures in integrated programming for University of Idaho Extension total $5,726,570 annually, of which $921,137 represents Smith-Lever (3)b&c funds that support integrated extension-research (and, occasionally instructional) programs. This investment in integrated programs represents approximately 35% of the Smith-Lever formula funding for Idaho. Expressed as investments in each of the five goal areas, integrated expenditures are as follows:

Table 1. UI Extension investments in Integrated Programming (dollars).

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Totals
Smith-Lever	508,586	6,136	1,455	118,495	286,465	921,137
State + County	1,701,713	242,653	247,334	731,542	1,882,191	4,805,433
All Sources	2,210,299	248,789	248,789	850,036	2,168,656	5,726,570

Table 2 describes UI faculty who are responsible to integrate their programs in the mission areas described for instruction, research, and extension. Faculty members develop annual position descriptions and report annual accomplishments for each of the mission areas to which they are assigned. The table includes only faculty with a portion of their assignment in the extension mission area. Summary statistics from Table 2 indicate that 94 FTEs of extension funding are spread over 169 faculty positions. The faculty members supported by extension are also responsible for nearly 13 FTEs of instruction, 40 FTEs of research, and 22 FTEs distributed among administration, outreach, and other job functions. NOTE: College and Extension Administration personnel are not included in this report.

Table 2. UI Extension faculty with integrated appointments, and percentage appointment in each of the mission areas.

Last Name	First Name	Dep't.	Instruction (%)	Research (%)	Extension (%)
AHMADZADEH	AMIN	A&VS	45	42	3

BULGIN	MARIE	A&VS	35	15	20
DALTON	JOSEPH	A&VS	0	30	70
ENGLAND	JAMES J	A&VS	52	15	10
FALK	DEAN E	A&VS	11	33	56
FALK	DENNIS G	A&VS	12	8	2
GLAZE	BENTON	A&VS	24	18	49
HINMAN	DAN D	A&VS	0	37	23
HRISTOV	ALEX	A&VS	16.6	68.7	1
HUNT	CARL W	A&VS	43	39	5
KUBER	PAUL	A&VS	33	59	3
MILLER	JOHN C	A&VS	50	30	5
NORELL	RICHARD J	A&VS	0	35	60
OTT	TROY	A&VS	30	60	1
RICHARD	RONALD P	A&VS	18	10	4
VANDERWALL	DIRK	A&VS	6	81	5
ZAUGG	JERRY	A&VS	50	25	25
ANDERSON	ERIK T	Ag Comm	0	10	55
FRITZ	MARLENE	Ag Comm	0	15	85
FOLTZ	JOHN C	AgEcon	32	58	7
GRAY	C. WILSON	AgEcon	15	0	75
GUENTHNER	JOSEPH	AgEcon	15	25	35
HIGGINS	LORIE	AgEcon	0	40	60
MAKUS	LARRY	AgEcon	23	64	3

MEYER	NEIL L	AgEcon	0	20	80
NELSON	JAMES R	AgEcon	12	17	51
PATTERSON	PAUL E	AgEcon	0	25	67
RIMBEY	NEIL R	AgEcon	0	40	60
TAYLOR	GARTH	AgEcon	0	40	50
MUNDT	JOHN	AgEd	47	14	9
PALS	DOUGLAS	AgEd	60	7	15
RIESENBERG	LOUIS	AgEd	26	12	8
ALLEN	RICHARD G	B&AgE	5	60	10
KARSKY	THOMAS	B&AgE	30	8	50
KING	BRADLEY A	B&AgE	0	70	18
NEIBLING	WILLIAM	B&AgE	10	20	55
PETERSON	CHARLES	B&AgE	16	21	5
QUALLS	RUSSELL	B&AgE	30	40	20
SHEFFIELD	RONALD	B&AgE	0	20	80
SMITH	ROBERT	B&AgE	13	60	7
BARTON	DAVID L	DISTR 1	0	5	75
BROOKS	RANDALL	DISTR 1	0	10	75
CHURCH	JAMES	DISTR 1	0	10	82
GIBSON	GENE W	DISTR 1	0	10	70
HAMPTON	CAROL	DISTR 1	0	5	85
HART	KENNETH	DISTR 1	0	10	80
JOHNSON	SHELLY	DISTR 1	0	10	85

PIKE	MICHELE	DISTR 1	0	10	85
SCHMIDT	MARY J	DISTR 1	0	10	85
SCHNEPF	CHRIS C	DISTR 1	0	10	85
SCHUMAKER	SARAH	DISTR 1	0	10	85
SMITH	LARRY J	DISTR 1	0	10	75
STEELE	VALDASUE	DISTR 1	0	10	75
THORPE	SHELLEY	DISTR 1	0	10	90
TIFFT	KATHEE	DISTR 1	0	10	80
TRAVER	SUSAN	DISTR 1	0	10	88
WELCH	JULIA	DISTR 1	0	5	95
WILSON	JAMES B	DISTR 1	0	5	75
WILSON	ROBERT	DISTR 1	0	10	90
ABO	BARBARA	DISTR 2	0	7	73
BELL	SUSAN	DISTR 2	0	10	85
CHELDELIN	KATHLE	DISTR 2	0	15	80
COOK	WILBUR F	DISTR 2	0	10	78
DAVIS	TIMOTHY	DISTR 2	0	10	85
GOSSETT	LINDA	DISTR 2	0	5	75
HEALY	BEVERLY A	DISTR 2	0	10	85
HINES	STEVEN	DISTR 2	0	10	75
JENSEN	K. SCOTT	DISTR 2	0	10	85
KEETCH	GORDON C	DISTR 2	0	10	75
KEITH	KRISTIN	DISTR 2	0	15	80

LAUGHLIN	KEVIN	DISTR 2	7	10	77
MORRISON	ERIC	DISTR 2	0	10	75
NEUFELD	JEROLD	DISTR 2	0	15	65
PEUTZ	JOEY	DISTR 2	0	10	85
REDDY	STEVEN	DISTR 2	0	18	70
SEYEDBAGHERI	MIR	DISTR 2	0	15	73
SMITH	ROSA L	DISTR 2	0	5	79
CHEYNEY	CHARLES	DISTR 3	0	21	59
CHRISTENSEN	DIANA	DISTR 3	0	10	85
FORNSHELL	GARY C	DISTR 3	0	15	75
GARRARD	RICHARD	DISTR 3	0	5	80
GILLESPIE	DONNA	DISTR 3	0	5	89
HAWKINS	JAMES N	DISTR 3	0	10	75
HAWKINS	MARSHA	DISTR 3	0	10	75
HAZEN	WILLIAM F	DISTR 3	0	15	74
KINDER	CINDY	DISTR 3	0	15	75
LANTING	RHEA	DISTR 3	0	12	85
OHLENSEHLEN	ROBERT	DISTR 3	0	15	67
PARR	JOAN K	DISTR 3	0	35	62
ROBBINS	JOANNE C	DISTR 3	0	24	75
SALISBURY	STEVEN	DISTR 3	0	10	87
SCHUSTER	MATTHEW	DISTR 3	0	15	75

THAEMERT	RON	DISTR 3	0	25	68
WILLIAMS	SHANNON	DISTR 3	0	10	75
BOHL	WILLIAM	DISTR 4	0	10	87
BROWER	LANCE	DISTR 4	0	20	75
CURTIS	MARY LEE	DISTR 4	0	17	80
DAHL	BECKY L	DISTR 4	0	10	75
FINDLAY	J. REED	DISTR 4	0	5	90
FINNIGAN	BRIAN F	DISTR 4	3	15	82
GORTSEMA	STANLEY	DISTR 4	0	5	80
GUNN	DANIELLE	DISTR 4	0	5	85
HAMILTON	GEORGE	DISTR 4	0	5	90
HARDING	GALE W	DISTR 4	0	10	75
HARRISON	STEVEN	DISTR 4	0	10	85
JONES	WAYNE	DISTR 4	0	10	80
LATER	LORIE	DISTR 4	0	5	95
LIDDIL	AUDREY C	DISTR 4	0	5	65
NASH	SCOTT	DISTR 4	0	10	75
PACKHAM	JOEL H	DISTR 4	0	5	65
PANTING	RAUHN R	DISTR 4	0	8	75
PARKINSON	STUART	DISTR 4	0	5	87
PETTY	BARBARA	DISTR 4	0	8	85
RILEY	LINETTE	DISTR 4	0	10	85
SANT	LAURA	DISTR 4	0	7	90

SPENCER	MARNIE	DISTR 4	0	5	92
STIMPSON	JANICE	DISTR 4	0	10	80
WARD	APRIL	DISTR 4	0	5	87
WOFFINDEN	SHARLENE	DISTR 4	0	10	85
BISCHOFF	MARILYN C	FCS	0	20	75
CULBERTSON	JEFFREY	FCS	60	11	20
JUNK	VIRGINIA W	FCS	70	16	3
McCURDY	SANDRA	FCS	0	23	72
RAIDL	MARTHA	FCS	0	20	75
SHAKLEE	HARRIET	FCS	0	20	75
EXON	JERRY H	FST	17	44	2
SINGH	PAWAN	FST	3	90	2
SMITH	DENISE	FST	0	15	2
YUKSEL	GULHAN	FST	25	58	3.4
BOHACH	CAROLYN	MMBB	35	55	1
BOHACH	GREGORY	MMBB	31	31	1
HARTZELL	PATRICIA	MMBB	37	46	1
ALVAREZ	JUAN	PSES	0	60	30
BAIRD	CRAIG R	PSES	0	20	70
BARBOUR	JAMES	PSES	3	62	15
BARNEY	DANNY L	PSES	0	58	10
BECHINSKI	EDWARD	PSES	7	6	81
BERGER	PHILIP H	PSES	12	45	10

BOSQUE-PEREZ	NILSA	PSES	15	67	0
BROWN	BRADFORD	PSES	0	60	34
CHUN	WESLEY	PSES	20	60	2
COLT	MICHAEL	PSES	0	10	90
ELLSWORTH	JASON	PSES	0	15	75
FALLAHI	ESMAEIL	PSES	0	90	0
FORSTER	ROBERT L	PSES	0	25	64
GALLIAN	JOHN J	PSES	0	27	70
GEARY	BRAD	PSES	0	19	79
GUY	STEPHEN	PSES	0	30	58
HAFEZ	SAAD L.	PSES	0	33	33
HOPKINS	BRYAN	PSES	0	15	80
HUTCHINSON	PAMELA	PSES	1	67	25
JOHNSON	JAMES B	PSES	20	33	1
MAHLER	ROBERT L	PSES	56	5	25
MCCAFFREY	JOSEPH	PSES	17	66	2
MILLER	JEFF	PSES	0	71	25
MOHAN	S K	PSES	0	30	55
MORISHITA	DONALD	PSES	0	20	68
MOWRY	THOMAS M	PSES	1	76	3
NOLTE	PHILLIP	PSES	4	10	81
OLSEN	NORA	PSES	0	20	73
PRATHER	TIM	PSES	2	19	79

ROBERTSON	LARRY	PSES	0	10	80
SCHWARSLANDER	MARK	PSES	0	69	20
SHEWMAKER	GLENN E	PSES	1	28	66
STARK	JEFFREY C	PSES	5	48	5
STOLTZ	ROBERT L	PSES	0	14	80
THILL	DONALD C	PSES	21	31	2
THOMPSON	MACK	PSES	0	53	40
TRIPEPI	ROBERT R	PSES	33	15	30
WIESE	MAURICE V	PSES	25	30	30