

**Michigan State University
Extension 2000-01 Annual Report of
Accomplishments and Results**

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Overview

Michigan State University Extension (MSUE) uses an ecological model in approaching community needs by providing educational programs and information at multiple levels, which results in blended funding sources, programs crossing over goal areas, integration of research and educational instruction, and multiple delivery approaches (direct and indirect). For example manure management in Michigan plays a critical role in agriculture, environment, and community development, which is addressed by multiple resources (federal, state, county, and other) and through multiple Area of Expertise (AoE) teams.

Table 1. shows the overall expenditures for MSUE for the 2000-01 federal programming year to be over \$80 million, with \$7.9 million being Federal B and C formula dollars. These dollars have been critical in contributing to base programming in the counties as well as enhancing programs by matching state and county dollars. Because Federal 3B and 3C dollars are integrated into virtually every MSUE program, the following report reflects the whole rather than a part. One part that is missing from the following is in-kind contributions, which range from volunteer time (more than 25,000 volunteers assisted in MSUE in 2000-01) to tangible resources, such as building space, materials, and travel.

Goal	FedBC	Fed3D	State	Local	Other	Total
1) Agriculture	1,722,802	131,991	8,749,555	4,939,582	1,696,860	17,240,790
2) Food Safety	837,947	607,535	4,161,668	3,049,688	2,581,381	11,238,220
3) Food, Nutrition, and Health	797,747	1,343,883	3,412,823	3,848,128	4,852,415	14,254,996
4) Environmental	1,722,802	107,455	7,281,650	4,943,919	3,201,349	17,257,174
5) Community, Human, and Youth Development	2,839,903	17,815	8,201,834	5,990,836	3,308,828	20,359,216
Total	7,921,200	2,208,678	31,807,530	22,772,153	15,640,834	80,350,395

Table 1.
Overall MSU Extension Expenditures by Source of Funding and Federal Goal

Graph 1. shows 10% of MSUE funds were **Federal 3b and 3c**, 3% **Federal 3d** (mainly EFNEP), 40% **State**, 28% **County**, and 19% **Other** (competitive grants – multiple sources).

Graph 1.
Overall 2000-01 MSU Extension Expenditures by Source of Funding

Graph 2. shows overall funding for MSUE by Federal Goals: 22% of funding involved programs that addressed **Goal 1)** An agricultural system that is highly competitive in the global economy; 13% for **Goal 2)** A safe and secure food and fiber system; 17% for **Goal 3)** A healthy, well-nourished population; 22% for **Goal 4)** Greater harmony between agriculture and the environment; and 26% for **Goal 5)** Enhanced economic opportunity and quality of life for Americans.

Graph 2.
Overall 2000-2001 MSU Extension Funding by Federal Goal

MSUE is dedicated to educating tomorrow's leaders and scholars. Innovative and hardworking MSUE faculty and staff members create knowledge and extend learning to serve Michigan, the nation and the international community. At MSU, faculty and staff members are expected to be active, learner-focused scholars, exemplifying scholarship across the land-grant mission. The essence of this scholarship is the thoughtful discovery, transmission and application of knowledge based in the ideas and methods of recognized disciplines, professions and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate and criticism. The primary mechanism for educational program planning, implementation and evaluation for Michigan State University Extension is the Area of Expertise (AoE) team concept, which brings stakeholders, collaborators, faculty members, field staff members, and communities together for community need assessments, prioritization of MSUE programming goals, program development and implementation, and assessment of impact. In 2000-01, through the efforts of thirty-four AoE teams and volunteers, MSUE reached more than a half million people (528,443) directly through educational programs and more than 3 million indirectly through newsletters, media presentations, and the internet. Table 2. shows the number of participants reached directly for each of the five Federal Goal areas.

Goal Area	Adult	Youth	Total	%
Agriculture	93,800	66,678	160,478	30.3
Food Safety*	9,582	10,323	19,905	3.8

Food Nutrition and Health*	38,327	41,294	79,621	15.1
Environmental	16,273	17,900	34,173	6.5
Community, Human and Youth Development**	82,250	152,016	234,266	44.3
	240,232	288,211	528,443	

* To avoid duplication, participants who received both food safety and food nutrition were counted only once (20% Food Safety and 80% Food, Nutrition, and Health).

** To avoid duplication, youth who crossed goals were not counted again in youth development.

Table 2.
Total Participants Reached Directly by Federal Goal

Graph 3. shows the ethnic distribution of 499,220 participants. Slightly more than eighty percent (81%) of the participants were Caucasian, 11% African American, 4% Hispanic, 1% Native American, 1% Asian, and 1% Multi-Cultural. This distribution is representative of Michigan's population: 80.9% Caucasian, 14.3% African American, 2.8% Hispanic, .6% Native American, and 1.7% Asian (Multi-Cultural was not used).

Graph 3.
Percentage of Participants by Ethnic Groups

In 2000-01 MSU Extension used the 34 Area of Expertise (AoE) teams as its central vehicle to assess community needs, involve stakeholders and community members in prioritizing programming needs, develop the five-year Plan of Work, integrate research with educational instruction and information dissemination, implement the program, and assess impact. In addition, MSUE utilized local County Extension Councils, advisory groups, informal focus groups, collaborator input, and survey data to identify the critical issues and the underserved/under-represented populations. Some of critical issues or key themes highlighted in the 2000-01 report are:

- Adding Value to New and Old Agricultural Products
- Agricultural Profitability
- Animal Health
- Animal Production Efficiency
- Emerging Infectious Diseases
- Home Lawn and Gardening
- New Uses for Agricultural Products
- Ornamentals/Green Agriculture
- Plant Health
- Plant Production Efficiency
- Food Handling
- Food Safety,
- HACCP
- Human Nutrition
- Agricultural Waste
- Forest Resource Management
- Integrated Pest Management
- Land Use
- Pesticide Application
- Water Quality
- Child Care
- Youth At-Risk
- Community Development
- Leadership Training and Development
- Parenting
- Promoting Housing Programs
- Youth Development

In addition, MSUE in 2000-01 continued to implement a new web-based information system that provides better information, accountability, and more accessibility to all MSUE staff members on community needs, stakeholder input, advisory groups, collaborators, teamwork, diversity, civil rights information, integration of research to the field, outputs, and outcomes. The Extension Information System (EIS) also uses the logic model that helps to identify needs, goals, inputs, outputs, and outcomes. It also helps staff members learn from one another.

MSUE also provided multicultural training throughout the state to build the skills of MSUE staff members in working with diverse populations. One result has been more initiatives focusing on reaching diverse and underserved audiences.

Table 3. shows grouped AOE teams by Federal Goal. The number of participants reached by each of the AOE's is provided (note that some AOE Teams could have fallen under more than one Federal Goal):

Goal 1 - Agriculture			
Consumer Horticulture	4,719	6,376	11,095
Equine	45,927	7,920	53,847
Food Safety	8,973	3,628	12,601
Forest Management	448	16,450	16,898
Food Crops	17,405	3,711	21,116
Animal Husbandry	2,266	0	2,266
Age/Pasturing/Grazing	1,698	50	1,748
Food Safety	1,571	3,765	5,336
Stock -Overall	2,247	1,865	4,112
Equine/Landscape	3,125	2	3,127
Animal Husbandry -Overall	1,382	0	1,382
Equine	178	5,147	5,325
Equine	169	10,234	10,403
Equine	80	0	80
Equine	2,430	7,525	9,955
	92,618	66,673	159,291
Goal 2 - Food Safety			
Food Safety*	9,582	10,323	19,905
Goal 3 - Food, Nutrition, and Health			
Food, Nutrition & Health*	38,327	41,294	79,621
Goal 4 - Environmental			
Equine	3,061	1,856	4,917
Equine Use	4,331	6,794	11,125
Equine	543	21	564
Renewable Resources (RREA)	708	1,539	2,247
Equine Grant	3,690	3,499	7,189
Equine Quality	3,940	4,191	8,131
Equine Christmas Trees	1,182	5	1,187
	17,455	17,905	35,360
Goal 5 - Community, Human, and Youth Development			

Community Development	14,363	8,389	22,752
Economic Development	2,181	54	2,235
Family Resource Management	4,982	858	5,840
Health	5,092	480	5,572
Human Development	19,605	26,398	46,003
MSU Net	2,522	938	3,460
State & Local Government	828	0	828
Training	10,160	331	10,491
Volunteer Development**	22,517	13,002	35,519
Youth Development***	0	101,566	101,566
	82,250	152,016	234,266

* To avoid duplication, participants who received both food safety and food nutrition were counted only once.

** 20,157 of the adults volunteered in 4-H and 2,000 adults in Master Gardener Program: 3,146 youth were 4-H volunteers and 9,856 youth provided volunteer hours through community service.

*** To avoid duplication, youth who crossed goals were not counted again in youth development.

Table 3.

Total Participants Reached Directly by AOE by Federal Goals

Table 4. shows that in 2000-2001, MSUE staff consisted of 1145 full time equivalents (FTE) with 48% Professional (555 FTE's), 24% Para-Professional (276 FTE's), and 27% (314 FTE's) Office and Clerical staff members. Nine percent of the FTE's (102 FTE's) were funded by Federal 3b&c with 93 Professionals, 2 Para-Professionals, and 7 Support Staff members. Twenty-nine percent of the FTE's (327 FTE'S) were county funded employees.

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Total
Professional	133	49	58	139	176	555
Para-Professional	20	62	139	20	35	276
Office/Clerical	75	40	37	77	85	314
	228	151	234	236	296	1145

Table 4.

Total FTE by Professional/Para-Professional by Federal Goal

Graph 4. shows the percentage of FTE by Federal Goal for Professional Staff members, where the largest group fell in Goal 5 (Community, Human, and Youth Dev.).

Graph 4.

Percentage of Professional FTE's by Federal Goals

In Graph 5 the chart shows Goal 3 (Food, Nutrition, and Health) with the greatest percentage of Para-Professionals providing programming at 50%.

Graph 5.
Percentage of Para-Professional FTE's by Federal Goals

Overview of Goal 1: An agricultural system that is highly competitive in the global economy

Almost 100,000 participants were directly involved in MSUE educational programs that focused on the agricultural system. Table 5. shows the number of participants and the Federal Key Themes for each of the sixteen AoE teams that worked in Goal 1. Key themes highlighted in this report demonstrating impact were: adding value to new and old agricultural products, agricultural profitability, animal health, animal production efficiency, emerging infectious diseases, home lawn and gardening, new uses for agricultural products, ornamentals/green agriculture, plant health, and plant production efficiency.

Goal 1	Adults	Youth	Total
Beef 4,7196,37611,095Consumer			
Horticulture 45,9277,92			
Dairy 8,9733,628			
Crops 17,4053,71121,16			
Floriculture 2,26602,266Forage/Pasturing/Grazing			
Fruit 1,698501,748			
Livestock - 13,7655,336			
Overall 2,2471,8654,112			
Overall 1,38201,382			
Sheep 1785,1475,325			
Swine 16910,23410,403			
Turfgrass 80080			
Vegetables 2			
92,61866,673159,291			

Table 5.

Number of Participants and

Key Themes by AoE for Federal Goal 1.

Here's a sampling of successes in the Goal 1 area:

Key Theme: New Uses for Agriculture Products

Educational Initiative Title: Field Crops

Michael Score: Washtenaw County

Description of Program

Washtenaw County grain farmers were faced with prices below costs of production. A group of farmers wanted to explore new ways of adding value to traditional grain commodities and worked with MSU Extension to explore

the potential for organic grain production in southeastern Michigan. The group concluded that there were too many barriers to converting their production systems from conventional to organic, but they did recognize the potential for soy-based fertilizer in turf and landscape production. They asked MSU Extension to help develop a science-based method to compare the performance of a soy-based fertilizer to existing chemical fertilizers, and to determine the most effective application rates.

Impact

Farmers used Project GREEN funds and the EPA's EMPACT project to conduct replicated research that compared high, medium and low rates of soy-based fertilizer with chemical fertilizers. The first part of their study showed that soy-based products performed equal to or better than chemical fertilizers. The second stage involved a wider range of application rates and examined the relationship between particle size and nitrogen release rates. It also evaluated the effects of coating seeds with a soy-based product to improve seed germination and early plant growth. On the basis of the results of these studies, the group formed a limited liability corporation that will begin manufacturing and selling a soy-based fertilizer in spring 2002. Additionally, the project changed participating farmers' attitudes toward the concept of value-added agriculture. Participants now believe they can successfully develop new profitable products and that larger agribusinesses will not appropriate their work.

Source of Funds

Smith-Lever 3b&c, EPA, state, county, local

Scope of Impact

State

Key Themes: Agricultural Profitability and Animal Production Efficiency

Educational Initiative Title: Value-added Marketing of Michigan Feeder Cattle

Geoffrey Bednar: Newaygo County

Description of Program

More than 215,000 feeder calves are marketed in Michigan each year. Sending larger, healthier feeders to market increases farmer profits and can build consumer confidence in beef products. MSU Extension agents worked with the Michigan Cattlemen's Association, the Michigan Livestock Exchange, Clare Livestock Marketing and Sheridan & Associates to offer to help farmers improve beef profitability by providing a value-added market for

Michigan dairy bull calves and beef feeder calves. The program has also increased consumer awareness and acceptance of cattle processed through the Beef Quality Assurance Program. One component of the program, the graded feeder calf sale, helped increase the value of each calf sold at auction by about \$15 per head.

Impact

More than 1,100 feeder calves were sold through this value-added marketing alternative in 2001. The program expanded from one location to two, which provided another sale option for consignors and buyers and offered participants additional marketing dates to match their labor, facility and feed resources. There was an estimated \$59,339 increase in the value (more than \$50 per head) of the feeder cattle sold through these programs.

In addition, this activity provided the opportunity to expose 25 producers to management techniques such as estrous synchronization, which decreases labor while increasing profit potential, and the impact that genetic selection can have on cattle breeding. This program complements the newly funded Five-State Beef Alliance. Additionally, the sale gave producers a chance to interact and provided a positive experience during times of stress due to bovine TB and low profitability margins. Participating producers saved 25 percent on semen and 15 percent on synchronization drugs.

Source of Funds

Smith-Lever 3b&c, state

Scope of Impact

Multistate: Ohio, Illinois, Indiana, Wisconsin, Michigan

Key Theme: Plant Health

Educational Initiative Title: Integrated Plant Health Care Training

Ornamentals Area of Expertise (AoE) Team: State

Description of Program

Solving plant problems in a timely, accurate, professional manner is critical for the nursery/landscape industry. Educational programs in diagnosing plant problems have been fragmented and not always available to all clients. To address this issue, the Ornamentals Area of Expertise Team created a work group to develop a statewide educational initiative on integrated pest

management and solving plant problems. The team developed a curriculum and training materials to implement a three-day, intensive training program and selected five locations around the state for training programs in 2000 and 2001. Also, for the first time, a statewide mailing list allowed more than 6,000 program announcements to be mailed to potential participants. MSUE agents and specialists promoted, instructed and facilitated the program. The 2000 and 2001 training programs involved 360 green industry professionals.

Impact

Three-day workshops were conducted at five locations. Results from evaluations using pre- and posttests indicated a 40 percent increase in knowledge of abiotic disorders and management, a 20 percent increase in disease identification and management, and a 43 percent increase in knowledge of insect damage identification and management. Follow-up surveys indicated that 58 percent of the participants greatly increased their diagnostic skills, and 38 percent said they would make changes that will result in cost savings for their companies and/or clients. Implementing this integrated plant health care program clearly revealed how teamwork could be used to deliver a product with high quality and result in more clientele impact than any one individual could achieve. Now that the materials and instructional tools are in place, the program can be easily duplicated as needed. This program has laid the foundation for developing expanded programs using this model.

Source of Funds

Smith-Lever 3b&c, Smith-Lever 3d, state

Scope of Impact

State

Key Theme: Home Lawn and Gardening

Educational Initiative Title: Consumer Horticulture

Rebecca Finneran: Kent County

Description of Program

This program was designed to help people improve their gardening skills, increase their environmental awareness and sensitivity, and contribute to the community through volunteerism. Activities included offering the MSU Master Gardener and Advanced Master Gardener programs, public programming, television shows and infomercials, radio programs, weekly news articles, garden club programs, the Frederik Meijer Gardens adult education programs, Master Gardener continuing education activities, trips and tours.

Collaborators included local public gardens, garden associations, plant societies, garden centers, retirement homes, churches, youth organizations, television stations, radio stations, newspapers (especially the Grand Rapids Press) and other MSU Extension agents.

Impact

The program followed a topical outline developed in cooperation with an advisory group of green industry professionals. This group helped the program acquire numerous resources and extend its outreach. MSU Extension developed several TV segments that focused on garden chores, fall cleanup and winterization and spring episodes of *Get Growing* (a syndicated gardening television show). Copy and photos were supplied for an annual garden calendar that has a distribution of more than 20,000 copies at the local home and garden expo. Seventy participants enrolled in the Master Gardener program and 85 percent graduated. Newsletters were sent to 14,380 readers. An evaluation of 100 readers indicated 86 percent found the content informative and 70 percent adjusted their gardening practices as a result of something they read in the newsletter.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Theme: Plant Production Efficiency
Educational Initiative Title: Sugarbeet Advancement
Steve Poindexter: East Central Region

Description of Program

Michigan's sugar beet industry was at risk when profitability declined for both producers and sugar companies. To help turn this situation around, the Sugarbeet Advancement program was formed. Its mission was to use research and education to revitalize the Michigan sugar beet industry through a cooperative effort involving MSU, sugar companies and producers. The advancement committee identified critical production problems and addressed them through on-farm research and increased educational opportunities for sugar beet producers. The audience comprises 1,600 sugar beet producers who plant 200,000 acres of beets.

Impact

Sugar beet growers saw their highest yield in a decade in the 2000 growing season. This was due in part to the production practice changes producers have implemented as recommended by the Sugarbeet Advancement Program. The Michigan sugar beet industry can now better compete with other sugar production areas. Because of low sugar prices, the advancement program must be continued to help maintain a healthy industry. A survey of sugar beet growers conducted by the MSU Center for Evaluative Studies found that 81 percent agreed that the program provided research-based information; 74 percent agreed that it provided information not readily available elsewhere; and 72 percent indicated they gained new production information and skills. About one-fifth of the respondents indicated that their yields have increased because of advancement efforts. This translates into a potential economic impact of \$2,376,025 for the growers. About 10 percent of the growers surveyed indicated savings in beet production cost ranging from \$100 to \$5,000 per acre, with a mean of \$2,330. Many growers indicated that they changed/modified and/or adopted one or more practices because of advancement efforts. Two-thirds of the respondents considered the Sugarbeet Advancement Program the most credible and/or reliable source of sugar beet production information available. Nearly half (46 percent) of the growers surveyed felt there was an improvement in the quality of Extension services as a result of the advancement program.

Source of Funds

Smith-Lever 3b&c, state

Scope of Impact

State

Key Theme: Ornamental/Green Agriculture

Educational Initiative Title: Producing Field-grown Cut Flowers in Michigan and Ohio

Paul Marks: Southeast Region

Description of Program

Urban sprawl is a common condition in southeastern Michigan. As people move to the tracts of land too large to mow and too small to plow, many are interested in growing crops that fit small acreage production. Field-grown flowers have attracted a lot of interest among these landowners as a potential crop. Following a 2000 survey for the Ann Arbor Farmer's Market, it became obvious that many people in southeastern Michigan were growing and selling field-cut fresh flowers. The survey showed a need for an educational program on this subject, so agents from MSU and OSU Extension worked together to develop one. A draft developed in fall 2000 was reviewed with several local growers to gain stakeholder input. The first Michigan/Ohio School for Growers of Field-cut Fresh Flowers took place March 10, 2001. Extension agents from southeastern Michigan and northwestern Ohio planned and conducted this school.

Impact

More than 60 people attended the Saturday school for field-cut fresh flower growers. A survey of participants showed nearly equal participation between those currently growing field-cut flowers, those growing other crops who were considering adding cut flowers, and those not growing any crops but considering flower production. The survey also indicated that 64 percent of the grower respondents would change at least one production practice as a result of information acquired at the school, 68 percent would change their marketing approach and more than 80 percent would change the cultivars they were using. Another large portion of the participants reported that they did not realize the importance of sanitation in harvesting and marketing field-cut flowers.

Source of Funds

Smith-Lever 3b&c, state, local

Scope of Impact

Multistate: Ohio and Michigan

Key Theme: Animal Health and Animal Production Efficiency
Educational Initiative Title: Supporting Livestock Industry
Ben Bartlett: State

Description of Program

Handling cattle can be stressful for both the animals and the humans involved. To help farmers and their employees learn new skills for low-stress cattle handling, MSU Extension offered four cattle-handling demonstrations for nearly 600 people in 2001. Pre- and post-session surveys were conducted to help Extension agents gain insight into who was attending the session and what animal-handling problems they were experiencing, identify any behavioral changes and estimate any potential economic impacts.

Impact

Survey results indicated that participants' knowledge of cattle behavior increased by 45 percent, their understanding of what makes a good facility increased by 39 percent, and their handling skills improved by 48 percent. More than 75 percent of participants said they would change their cattle-handling techniques, and 90 percent said they would recommend this demonstration to a friend. The herd size information that participants provided on the survey indicated that they represented almost 58,000 cattle. If fewer cattle got sick because they were vaccinated or performance was increased because they were implanted and if the charges were worth \$2 per head, these sessions could be worth more than \$100,000 to the participants.

Source of Funds

Smith-Lever 3b&c, state, local

Scope of Impact

State

Key Theme: Emerging Infectious Diseases
Educational Initiative Title: The Economic Impact of Fireblight in SW Michigan
Mark A. Longstroth: Southwest Region

Description of Program

A wide spread fireblight epidemic in southwest Michigan Apple Orchards was apparent by June of 2000. Most of the apple acreage in Berrien and Van Buren Counties was affected as well as neighboring counties in

southwestern Michigan. Apple growers faced losing a significant portion of their 2000 crop as well as many acres of young trees. Fireblight is a bacterial disease of apples and pears that can cause devastating losses to affected trees and orchards. Growers and apple commodity groups wanted to educate state and federal officials about the economic dimensions of the fireblight epidemic in the spring of 2000. Once they were aware of the extent of the epidemic, state and federal officials needed accurate estimates of the acres affected as well as the economic losses in acres and bushels of fruit lost to the disease. Collaborators included Michigan Farm Bureau, the MACMA Processing Apple Growers Division, the Michigan Department of Agriculture, and local USDA Farm Service officials.

Impact

MSUE, in collaboration with faculty members from Plant Pathology, put together a comprehensive educational response to this epidemic, touring fireblight affected orchards with government officials and the broadcast news media, appearing in television and radio interviews and discussing the epidemic a weekly radio program, and providing information for newspapers. The agent assembled data on the southwest Michigan apple industry, fireblight disease and the extent of the damage and financial loss from the outbreak. The region's total economic loss was almost \$45 million. This was released to MDA and USDA officials and posted on the World Wide Web. The agent and MSU Extension are currently recognized as the leading experts nationally on the management and impact of this disease. Information from MSUE was used in the Farm Disaster Bill in the U.S. Senate.

Source of Funds

Smith-Lever 3b&c, state

Scope of Impact

State

The AoE teams in Goal 1 met their 2000-01 Plan of Work goals by reaching their targeted populations. All teams and members have become more active in recruiting stakeholder input and involving collaborators in setting priorities, and designing and implementing programs. In addition, all teams are engaged in identifying the needs of underserved populations and developing strategies and programs to address these populations.

Overview of Goal 2: A safe and secure food and fiber system

Funding and programming for Goal 2. overlaps Goal 3. by approximately 70% through EFNEP (Expanded Food and Nutrition Education Programs) and FNP (Family Nutrition Program) which provide education in both food safety and food nutrition. For this reason, it is difficult to separate the two goals without duplication. On the other hand, it is clear that the majority of effort in each of these programs is focused on food nutrition (approximately 70% of the effort is spent on nutrition). Therefore, the estimate of 19,905 participants is low for food safety and does not include the majority of participants, who received both food safety and food nutrition instruction to avoid duplication and reflect mainly the efforts that were specifically focused on food safety. Table 6. shows the number of participants and Key Themes addressed by the Food Safety AoE Team.

I 2	Adults	Children	Total	Key Themes
Food Safety*	9,582	10,323	19,905	Food Handling, Food Safety, HACCP
I 3				
Food, Nutrition & Health*	38,327	41,294	79,621	Birth Weight, Human Health, Human Nutrition

* To avoid duplication, participants who received both food safety and food nutrition were counted only once (30% Food Safety and 70% Food, Nutrition, and Health).

Table 6.

Number of Participants and Key Themes by AoE for Federal Goal 2. and Goal 3.

Some of the successes in Goal 2 were:

Key Theme: Food Handling

Educational Initiative Title: ServSafe Education
 Ellen DeFay and Cynthia Warren: State

Description of Program

Members of the Food Safety Area of Expertise team were instrumental in assisting Michigan restaurateurs and grocers in complying with requirements of the Michigan Food Law of 2000. The new food law, the first major revision of Michigan's food regulations in 25 years, resulted in a significant training need for the state's 58,000 licensed food establishments.

Impact

To assist MSUE faculty and staff members who would be involved in the industry training, the Food Safety AoE team conducted a 16-hour ServSafe training course, followed by an eight-hour “Train-the-Trainer” course. The net result of this training was that 25 MSUE agents were certified by the National Restaurant Association’s Educational Foundation to instruct the four-hour ServSafe Food Handler Course, and 10 MSUE educators were certified to instruct the 16-hour ServSafe Manager Certification Course. As a result of these trainings, educators have conducted food handler and food manager courses for restaurateurs and grocers throughout the state. Evaluation of the workshops found that approximately 60% of the participants in the managers’ classes reported the class, in general, was a repeat for them, but 98% still reported they had learned some new information, primarily about food temperatures, storage, personal hygiene and employee training. One of the lessons learned is that individuals working in food service traditionally are a diverse population; one county in the future will teach the course in Spanish. Another impact was that two AoE members served on the advisory committees to the Michigan Department of Agriculture that was created by the new food law.

Source of Funds

Smith-Lever 3b&C, Smith-Lever 3d, state

Scope of Impact

State

Key Themes: Food Safety and HACCP

Educational Initiative Title: Apple Cider Safety Issues and Response

Robert R. Tritten: Genesee County

Description of Program

Cider making has had a long history of producing a safe, healthy and holistic product. Cider makers have seen little change in their methods over the years. The safety of cider was never questioned. In 1996, this began to change when illness due to dangerous E. coli 0157:H7 in cider occurred on the west coast and in Massachusetts. This pathogen had been implicated in earlier related cider outbreaks, but until that time research had not been able to confirm that indeed it was this bacterium that was causing the problem. (This is the same organism that has been found in meat and other produce over the last few years.) In 1996, regulators at the state and national levels began to look at changes that needed to be made in cider making to make it a safer product. Since that time, cider makers have seen more change in

their industry in methods of sanitizing and making safe cider than they had seen in the 200 previous years. The primary thrust of this effort was to help maintain a viable cider industry in Michigan by helping cider makers make informed decisions on changes in cider making and safety.

Impact

As a result of changes in regulations involving cider safety, an advisory group was formed by the Michigan Department of Agriculture. One of the primary goals of this group was to assess the state of the cider industry and then provide input on education needed. One of the major recommendations of this group was to hold an intensive school to update the knowledge base of cider makers and help them change their mindset about their product. MSUE was asked to put together an intensive effort to help educate cider makers about food safety. Cider making in Michigan is a vital part of the economics of apple growing. It has been estimated that the cider industry is close to a \$55 million contribution to agricultural production in Michigan. A three-day MSU Cider School and Michigan Cider Guild Workshop was presented at the Kellogg Biological Station. Featured speakers included a food scientist from Cornell University who's done some pioneering work in cider safety, an FDA official from Washington, D.C. to help explain the new regulations, several other MSU food scientists and Specialists, and staff members from the Michigan Department of Agriculture. A reference notebook was filled with 450 double-sided pages of materials on everything from these new Hazard and Critical Control Point (HACCP) plans and FDA Regulations to examples of the new sanitizing agents. Part of the school was a day's training geared specifically to Michigan Cider Guild Members. One of its goals is that members have standards higher those required by state and federal regulators. One of these standards is the development of Standard Operating Procedures (SOP's) written specifically for each member's farm. Sixty-five people attend this school. The majority were Michigan cider makers, but people attended from as far away as Arizona and South Carolina. Thirty-four of the Cider Guild farms were represented at the SOP workshop.

Source of Funds

Smith-Lever 3b&C, Smith-Lever 3d, state

Scope of Impact

Multistate: New York, Arizona, South Carolina, Michigan

Key Theme: Food Safety
Educational Initiative Title: Food Safety
Jean Nichols: Hillsdale County

Description of Program

MSU Extension of Hillsdale County received a mini-grant from the Food Safety AOE to help Hillsdale Co. residents become more aware of the importance of correct food storage temperatures. Two groups were targeted: high school students and FCE council members (two opposite age groups). Refrigerator thermometers were purchased for the participants to use to check temperatures of several refrigerators and freezers. The participants were given handouts on food storage times, Fight BAC and What to do when the power goes out.

Impact

Evaluation of the Hillsdale High School Students found that 46% did not know the correct freezer temperature at the beginning of the project, but by the end 90% knew their freezers should be 0 degrees; 67% did not know what the refrigerator temperature should be at the beginning of the project, but 85% knew the correct temperature at the end of the class. Evaluation of the FCE Council members found that 66% of the participants did not know the correct freezer temperature at the pre-test, but by the end of the project, 88% knew the correct temperature; 47% did not know the correct refrigerator temperature at the beginning but by the end 92% did know.

Source of Funds

Smith-Lever 3b&C, state

Scope of Impact

State

Key Theme: Food Safety
Educational Initiative Title: Fresh Produce Production: Reducing Risks
Brenda Reau: Monroe County

Description of Program

Consumer awareness regarding the safety of fresh produce has risen sharply over the past 10 years in response to media coverage of microbial contamination in fruits and vegetables. Retailers in southeastern Michigan who purchase fresh produce are placing more demands on local growers to ensure a safe produce supply in the supermarket. In response to these issues MSUE educators designed a multidisciplinary program, "Fresh Produce Production: Reducing Risks" to assist producers in ensuring that the produce they grow and market remains free of microbial contamination. The four main concepts addressed in the program were: hand washing, cross contamination, cooking of foods, and refrigeration of foods.

Impact

In a written post workshop evaluation, 80% of the participants rated the various topics covered as very useful. Participants also completed a behavior checklist after the workshop, which documented some significant changes that they planned to implement in their operations. Seventy-seven percent of participants reported that they planned to institute a hand washing policy in their operations, and sixty-six percent said that they planned to monitor the temperature of the produce during processing and packaging. Producers also reported a major change in the way they planned to handle water used in harvest and processing of the produce. Fifty-five percent reported they planned to chlorinate water, test water using chlorine test strips, and monitor water temperature. Growers in attendance represented more than 2,000 acres of produce production in the Monroe county area and employed approximately 400.

Source of Funds

Smith-Lever 3b&C, state

Scope of Impact

State

The Food Safety AoE team met its 2000-01 Plan of Work goals in Goal 2. by reaching its targeted population of low -income and underserved audiences. The team and members have become more active in recruiting stakeholder input and involving collaborators in setting priorities, designing and implementing programs. In addition, the team is engaged in identifying underserved populations and developing strategies and programs to address the needs of these populations.

Overview of Goal 3: A healthy, well-nourished population

As previously stated, funding and programming for Goal 2 overlaps Goal 3 by approximately 70%. EFNEP (Expanded Food and Nutrition Education Programs) and FNP (Family Nutrition Programs) provide education in both food safety and food nutrition. For this reason, it is difficult to separate the two goals without duplication. It is estimated that 79,621 received nutrition and health information. Table 7 shows the number of participants and Key Themes addressed by the Food, Nutrition, and Health AoE Team.

I 2	Adults	Children	Total	Key Themes
Food Safety*	9,582	10,323	19,905	Food Handling, Food Safety, HACCP
I 3				
Food, Nutrition & Health*	38,327	41,294	79,621	Birth Weight, Human Health, Human Nutrition

* To avoid duplication, participants who received both food safety and food nutrition were counted only once (30% Food Safety and 70% Food, Nutrition, and Health).

Table 7.

Number of Participants and Key Themes by AoE for Federal Goal 2. and Goal 3.

Some of the successes in Goal 3 were:

Human Nutrition

Educational Initiative: EFNEP Cost Effectiveness

Marion E. Hubbard, Wayne County

Description of Program

Increasing the cost effectiveness of the program is key in serving the most families. Accountability is an important facet of program operations. Strategies for reaching as many families as possible include given staffing constraints increasing the number of referrals from community agencies and recruiting pre-formed groups. Diversity efforts will include EFNEP programming for each major ethnic group (i.e., Hispanic, Arabic, African American and Caucasian) in Wayne County.

Impact

Of the homemakers taught, 71 % completed the program. Reasons for not completing the program ranged from moving (11%)and taking a job (22%) to no longer interested (57%). Eighty seven percent of the graduates had a positive change in their eating behaviors. These graduates reported an

increase in intake of the following food groups: Breads & cereal (the number of people eating 4 to h5 servings daily increased from 19.3% to 23.5%); fruits (2+ servings from 17.6% to 34.5%); vegetables (3+ servings from 32.8% to 37%) Calcium/Dairy (3+ servings from 5.9% to 10.9

Source of Funds

Smith-Lever 3b&c, Smith-Lever 3d, county, grant

Scope of Impact

State

Key Theme: Human Nutrition

Educational Initiative: Expanded Food and Nutrition Education Program

Diane Berg: Saginaw County

Description of Program

EFNEP helps families with low incomes acquire the knowledge and skills needed to improve their diets and health. EFNEP works in cooperation with other agencies to meet the needs of Michigan families without duplicating efforts. While other agencies provide food and other services, EFNEP provides education to help homemakers stretch their food dollars and enhance their family's nutrition. The program helps participants spend food stamp/money wisely so nutritious foods are available throughout the entire month. In addition, the program helps to limit if not eliminate use of food banks and emergency food services. Clients learn how to make nutritious meals that are based on the Food Guide Pyramid and the Dietary Guidelines for Americans.

Impact

Over 400 participants were served in the Saginaw EFNEP program during 2000-2001 with 70% of the participants being people of color. Food resource management practices as a result of participation in EFNEP improved with 72% began to plan meals in advance more often, 63% began to compare prices when shopping more, 47% ran out of food less often (before the end of the month), and 49% began to use a list when shopping. Nutrition practices as a result of participation in EFNEP improved with 51% thought more often about healthy food choices when deciding what to feed their families, 43% began to prepare foods without adding salt, 65% used the "Nutrition Facts" food labels to make healthier choices, and 38%

reported their children ate breakfast more often. Food Safety practices as a result of participating in EFNEP improved with 32% followed the recommended practices of not allowing meat and dairy foods to sit out for more than two hours, 30% reported they always followed this recommended practices, and 56% more often followed the recommended practice of not thawing foods at room temperature.

Source of Funds

Smith-Lever 3b&c, Smith-Lever 3d, state, county, grants

Scope of Impact

State

Key Theme: Human Nutrition

Educational Initiative: Family Nutrition Program

Gayle Coleman: State

Description of Program

Michigan State University Extension (MSUE) worked in collaboration with the state of Michigan's Family Independence Agency (FIA) to provide education through the Family Nutrition Program (FNP) for persons eligible for or receiving food stamps in all of Michigan's 83 counties during the 2000-01 program year. The educational efforts of FNP did not duplicate or supplant the efforts of other food and nutrition education programs such as the United States Department of Agriculture's (USDA) Expanded Food and Nutrition Education Program (EFNEP), Supplemental Nutrition Program for Women, Infants and Children (WIC), or the Commodity Supplemental Food Program (CSFP). In counties that have both FNP and EFNEP, FNP provided education to audiences not reached through EFNEP such as seniors without children. FNP enabled county Extension Educators to reach a more diverse audience. The primary objective of the FNP was to provide education to help individuals and families eligible for or receiving food stamps make safe, nutritious, and economical food choices. Education provided through FNP addressed four of the core elements identified by the Food and Nutrition Service (FNS) of the USDA: dietary quality, food resource management/shopping behaviors, food safety, and food security. The fifth core element, systems and environmental change, was addressed in a variety of ways. Examples include working with the Michigan Department of Community Health, Michigan Department of Education – Commodity Supplemental Food Program, Michigan Office of Services to the Aging, and three Indian Tribal Organizations to pilot the Senior Farmers' Market Nutrition Program.

Impact

There were a total of 64,980 direct contacts with adults representing approximately 49,000 households. These direct contacts included adults reached through either a series of lessons (5,257 adults) or one-time presentations (43,952 adults). The actual numbers of adults completing a series of lessons and one-time presentations were less than the numbers projected to be reached, 7,722 adults and 51,209 adults respectively. There were a total of 89,521 direct contacts with youth. These direct contacts included youth reached through either a series of lessons (14,946 youth) or one-time presentations (29,737 youth). The actual numbers of youth reached through either a series of lessons or one-time presentations were greater than the number projected to be reached, 13,517 youth and 15,850 youth respectively. Adult participants completed the Learning Tool pre-survey prior to the first lesson and completed the post-survey upon completion of four or more lessons. The Learning Tool results do not include everyone who completed a series of lessons because it was a voluntary evaluation. Approximately 2,000 adult participants completed both pre and post surveys. Results from this tool indicate that when compared to behaviors before participating in FNP: 37% more participants reported planning meals for a few days ahead before going grocery shopping, 19% more participants reported budgeting money for food expenses, 41% more participants reported using information on food labels to compare the fat or other nutrients in the food, 30% more participants reported planning meals to include a variety of food from food groups, 26% more participants reported cooking meals using dry beans or peas at least once a week, 16% fewer participants reported running out of food at the end of the month, 36% fewer participants reported thawing frozen meat on the counter.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Themes: Human Health and Human Nutrition

Educational Initiative: Michigan Nutrition Network: Tri-County Campaign

Mona Ellard, Karen Martin, Theresa Silm: Eaton, Ingham, and Clinton Counties

Description of Program

Good eating habits help people of all ages stay healthy and think clearly. These habits tend to be developed while young. Healthful diets help children grow, develop and do well in school. Studies show that children who eat breakfast have increased attentiveness, higher math scores, fewer behavior problems, better attendance, improved physical endurance and creativity, and verbal fluency. They are more likely to arrive at school ready to learn and succeed. The Behavior Risk Factor Survey conducted by the Ingham County Health Department in the Clinton-Eaton-Ingham areas showed breakfast consumption is not related to poverty, but rather to adults modeling healthful eating are more likely for children to make healthful food choices. In addition the study found that as children reach adolescence breakfast eating declines sharply. This project: developed and piloted a breakfast cart in a middle or high school; partnered with GM/UAW Community Outreach Project TEAM in breakfast promotion; provided articles on healthy eating for school newsletters and newspapers; identified alternative communication channels to parents; communicated breakfast bullets to school superintendents, principals, and food service directors; explored the feasibility of initiating a universal complementary breakfast program in a middle or high school in the Capital Area; and provided educational materials promoting breakfast and healthy food choices to school district and community partners.

Impact

Evaluation of the recent Clinton-Eaton-Ingham "Eat Healthy. Eat Breakfast." campaign demonstrated a 12% increase of breakfast consumption among students visiting the Otto Health & Wellness Center. The study also demonstrated that consumption of breakfast among students who visited the center were 32% more likely to be free of complaints consisting of headache, stomachache, light-headedness, or general malaise later in the day. In addition, the campaign increased awareness of the need to eat breakfast by 74% in the target populations.

Source of Funds

Smith-Lever 3b&c, state, county, grants, local businesses

Scope of Impact

State

The Food, Nutrition, and Health AoE team in Goal 3 met its 2000-01 Plan of Work goals by reaching its targeted population. The team and members have become more active in recruiting stakeholder input and involving

collaborators in setting priorities and designing and implementing programs. In addition, the team is engaged in identifying underserved populations and developing strategies and programs to address these populations.

Overview of Goal 4: Greater harmony between agriculture and the environment

More than 35,000 participants received direct training on key themes in Goal 4.

Table 8. shows the AoE Teams in this area, the number of participants, and the federal key themes for Goal 4.

4	Adults	Youth	Total	Key Themes
Forestry	3,061	1,856	4,917	Forest Crops, Forest Resource Management
Land Use	4,331	6,794	11,125	Land Use, IPM, Natural Resources
Manure	543	21	564	Agricultural Waste, Water Quality
Renewable Resources(RREA)	708	1,539	2,247	Recycling, Forest Resource Management
Sea Grant	3,690	3,499	7,189	Water Quality, Natural Resources Management
Water Quality	3,940	4,191	8,131	Water Quality, Riparian Management, Nutrient Management
Christmas Trees	1,182	5	1,187	Forest Crops, IPM, Water Quality
	17,455	17,905	35,360	

Table 8.
Number of Participants and Key Themes by AoE for Goal 4.

Some of the successes in Goal 4. were:

Key Themes: Land Use, GIS/GPS, Water Quality, and Agricultural Waste Management

Educational Initiative: GIS: Information Transfer using New Technology

Michael Hass: Branch County

Description of Program

Branch County Extension GIS provides extension with another way of meeting community needs by providing information that educates citizens. Two examples show how GIS was used to provide information in the form of a map. As the map is distributed throughout the community, the typical barriers

to information are lowered. One of the goals of the geographic information system (GIS) program is to use GIS to provide information that meets critical community needs. One of the advantages of GIS is that by carefully constructing a map, the user is able to interpret and understand the data on their own and then use the data to make decisions. Another advantage is that by combining a database and a map, we can visually explore the potential outcomes of decisions, so that the final answer can be made with more assurance. Ideally, using a map, information transfer can occur and the needs of the user can be met without having to overcome unnecessary barriers to accessing the information, such as repeated phone calls or office visits. Using a map, information from Extension GIS can increase exponentially in value as it passes through out the community. MSU Extension partnered with 10 local agencies (Branch County, City of Coldwater, Coldwater Township, Branch County Chamber of Commerce, Branch Intermediate School District, Community Health Agency, Branch County Soil Conservation District, Branch County Road Commission, Emergency 911, and Coldwater Board of Public Utilities) to develop and use a Geographic Information System (GIS) for an analytical tool for land use, resource protection and health planning.

Impact

Outcomes of the initiative were increased understanding of changes in the county, better use of resources, better coordination of services, and better inclusion of the public in land use decisions. GIS products included primarily paper and digital maps for a variety of purposes that included maps for irrigation installers, visibility analysis for a library, pupil versus facility analysis for Intermediate School District, and manure management. For example, visualizing the soil testing and results of the manure handling data assisted farmers in making choices about where to safely and productively spread manure. Maps showed fields with buffered wetlands on top of aerial images of the farm that made it far easier to follow the recommendations.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Theme: Pesticide Application and Integrated Pest Management
Educational Initiative: Green Industry Programming
Mary Wilson and Greg Patchan: Genesee and Oakland Counties

Description of Program

Solving landscape ornamental and turfgrass problems are key to the success of Green Industry businesses. However, the amount of knowledge to be mastered is extensive and the landscape is a dynamic ecosystem. The environment, plants, pests, and management techniques are constantly changing. Businesses must stay up-to-date to remain competitive. Another industry challenge is the lack of trained pesticide applicators due to high employee turnover. Unfortunately, there is a lack of available training for pesticide applicators. This is a cross-county MSUE programming effort with Genesee and Oakland Counties Horticulture Agents. Other collaborators include MSU specialists from Botany and Plant Pathology, Entomology, and Crop and Soil Science Departments as well as industry professionals and one retired MDA regional director. This year's training was changed to include a demonstration on personal protective equipment. It was important to highlight this topic since MDA inspections in 2000 found 31% of pesticide applicators in violation of the law for not wearing PPE. This was the most common violation in 2000.

Impact

A total of 146 participants were trained in one of three sessions. Each session was "sold out". Evaluation of the sessions found: 1.) Pesticide Applicator Training had 40% of the attendee received pesticide applicator re-certification credits and over 80% passed the MDA exam (according to MDA, the passage rate for people without the review was below 60%); 2.) Turfgrass Management Training had 100% indicated the topics were appropriate and useful to their profession, 97% felt the education gained from this seminar was worth the \$50 cost, 100% plan to apply information from this program in their job, and 98% applied for pesticide re-certification credits. When asked, "What will you do differently or better as a result of attending this seminar?" - responses were: "Target weed control applications in the fall." (Many participants commented on this superior weed management strategy.) "Chose different, more modern chemical." "Better knowledge on cost of certain chemicals." "Gained new insight on hard-to-control weeds to cure by turf problems with different products. "Find the right product for the specific need / problem." 3.) Pest Management in the Landscape Training had 99% indicated the program was appropriate for their business, 95% felt the education gained was worth the \$65 cost of the program, 99% plan to use the information gained on the job, and 93%

gained pesticide applicator re-certification credits. General comments from participants regarding what they would do differently or better as a result of the training were they were better informed on pests ID, they would make a change in pesticide selection, and use more IPM techniques. Specific comments were: "Be more knowledgeable to help my clients." "More informed, better job." "Monitor and make earlier detection; not waiting till damage is overwhelming." "Use better IPM practices for spider mites." "Using good IPM programs - timely treatments." "Improve field diagnostics and ID of pests." "Alter pesticide program strategies for certain pests." "Now know what to tell the customer myself as opposed to relying on others to deal with the customer." "More knowledgeable on pesticide use and requirements."

Source of Funds

Smith-Lever 3b&c, Smith-Lever 3D, state, county

Scope of Impact

State

Key Theme: Agricultural Waste

Educational Initiative: Manure Management Education

James Isleib: Alger and Marquette Counties

Description of Program

Commercial livestock farmers in Alger and Marquette Counties need support to adjust manure management practices. Soil and manure testing, learning about Comprehensive Nutrient Management Plans, and improved record-keeping are components of good manure management and the focus of this program. Manure management education in Alger and Marquette counties began in 2000 with GREEN funding through an Upper Peninsula-wide program.

Impact

A follow-up evaluation of the training of 72 farmers with 54% responding found 36% indicated a likeliness that they will begin annual manure testing, 48% indicated a likeliness that they will use realistic manure values to calculate application rates, 56% indicated a likeliness that they will improve manure record-keeping, and 16% indicated a likeliness that they will begin a CNMP. Most responding farmers (83%) indicated that they understood the Michigan's Right To Farm guidelines for manure management. Most of the farmers (72%) indicated they plan to use the free manure test and refer to the

U.P. Manure Testing Case Study information when calculating manure application rates.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Theme: Agricultural Waste

Educational Initiative: Manure Management Plan Saves Farmer

M. Charles Gould: Ottawa Counties

Description of Program

Livestock producers in Michigan are under increasing pressure by the public to improve their ability to manage manure. Producers are asking Extension agents for direction on how to deal with this increased scrutiny. Extension agents are responding by helping individual producers put together Manure Management Systems Plans (MMSP) for their farms that eventually will lead to the completion of Comprehensive Nutrient Management Plans (CNMP). In 1999, Beaver Creek Farm had an accidental manure discharge into a stream that resulted in a fish kill. Consequently, the MDEQ became involved. The farm was required to pay a fine and complete a Comprehensive Nutrient Management Plan. Beaver Creek Farm, a family dairy operation located in Ottawa County, milks 450 head and raises corn silage, grain corn and alfalfa hay over 1,223 acres. The farm owners asked MSUE to develop a CNMP for them. No one had completed a plan at the time, so no one could definitively say what a CNMP was suppose to look like. Also, it appeared at the time, and is more so now, that Michigan was headed down the road to permits. A CNMP would be what was required of a producer in order to hold a permit. From an educational standpoint, completing a CNMP would help MSUE teach others.

Impact

As a result of following the CNMP recommendations, the farm reduced the amount of commercial fertilizer purchased for the 2001 growing season by \$20,000. No phosphorus was purchased for any of the ground and only the recommended amounts of nitrogen and potash were applied. They also implemented a recordkeeping system. In January, NRCS began developing a conservation plan for the farm. Finally, the producers are currently working on receiving the "environmentally assured" designation from the Michigan Agricultural Environmental Assurance Program. When asked about the impact on yield by following the recommendations in the plan, the farmer

replied that yields were maintained, for the most part, on all fields. Where yields were down, the farmer attributed it to weather-related reasons, not because there were insufficient nutrients to make a crop. This example demonstrates three things: 1. Farms can in fact, cut out excess commercial fertilizer and not have yield losses. This is an economic benefit. 2. That farms can be environmentally friendly and still farm. 3. While CNMPs take time to develop, they don't bite. If a plan is developed correctly, based on factual information, it can be a valuable decision making tool for the producer. Lesson learned was that the biggest problem was matching acres and fields in the plan with the producer. If I had to do it again, I would sit down with the producer before I even entered anything in the computer and: 1. Using aerial maps, identify the location, configuration, size (acres), proximity to surface water and name of each field manure is applied on; and 2. Develop a cropping plan so from the start there is no confusion.

Source of Funds

Smith-Lever 3b&c, Smith-Lever 3d, state, county

Scope of Impact

State

Key Theme: Water Quality

Educational Initiative: Water Quality Short Course

Joe Lessard: Ingham County

Description of Program

Ingham County is completely dependent on underground aquifers for its drinking water. Agencies and governmental representatives responsible for monitoring activity and enforcing regulations express a growing concern, too, for the quality of surface water in the county because of unacceptable levels of bacteria, nutrients and chemicals from run off and storm water overflows. There is considerable interest in providing business and consumer education regarding best practices and policy pertaining to the use of our related land and water resources to help ensure a sustained water quality. The Red Cedar is a major tributary of the larger Grand River Watershed. These waters flow through several large cities and are exposed to many residents. Degraded water quality has important potential health impact for all residents of the county and potentially offers more exposure to those more densely populated urban areas and their residents. Specific efforts will be made to identify minority participation and scholarships will be offered as incentives for balanced participation. This idea to plan and conduct a

watershed short course has been reviewed and endorsed by the Ground Water Stewardship Team and the Red Cedar Coordinating Committee in Ingham County. Both of these bodies collectively represent the majority of the key water quality monitoring and regulatory agencies and several local farmers and community leaders. Key stakeholder agencies identified for planning input included health department, drain commissioner, Department of Environmental Quality, Department of Agriculture, Conservation Districts, MSU Water representatives, and established coalitions like the 319 project, Groundwater Stewardship Team, Livingston County representatives, Farm Bureau, Villages and Townships.

Impact

Evaluation of the Summary Red Cedar Watershed Short Course participants found more urban participants than previous Short Courses with nearly half residing in municipalities. Twenty-nine percent reported owning residential waterfront property. The participants were found to be highly educated with more than three-quarters of the participants reported having either a Bachelor's or Master's degree and half indicated previous training or experience in water quality and/or land use. It appears due to this, pretests were in general higher than previous trainings. Nonetheless, mean knowledge gain scores still increased from 18 to 20 points out of a possible 23 points. The greatest change in these participants involved their increased willingness to participate in public dialogue and decision-making about land use to protect water quality, where 55% were willing at the pre-test to be involved which increased to 87% at the completion of the program.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Theme: Soil Quality and Water Quality

Educational Initiative: Don't Guess ...Soil Test Retailer Program

Terry Gibb: Macomb County

Description of Program

Several studies have documented that SE Michigan watersheds receive substantial amounts of fertilizer runoff from urban areas. Primary influx is in the spring and is coming from the more densely developed residential areas, where small lots, compacted soils and older infrastructure add up to a high percentage of ground covered by impervious surfaces. Macomb County Agents piloted a soil test program with local retailers using volunteers in spring, 1998. In 1999, we collaborated with 4 other counties to develop a retailer program. We found through our pilot that soil tests increased if the tests were easy and convenient to obtain at local retailers. The program was carried out for three years (1998-2000) in Macomb County and the last 2 years in all 5 counties. The program was designed to make MSU soil testing available through local garden centers, produce markets and hardware stores throughout the 5 counties for 2 weeks and 3 weekends in late March and early April. The goal was to increase use of the soil test results by making it convenient to obtain the test and return to the local retailer for the specific product recommendations. Training and working through local retailers in the 5 counties, the goal was to encourage homeowners to do a soil test prior to purchasing and applying their spring nutrients. By engaging local retailers in the program, we felt it would be more convenient for homeowners to complete the test and return to the retailer to purchase the correct nutrients to insure healthy lawns and gardens while reducing leaching and/or runoff of excess nutrients. This program worked closely with the MSU Soil & Plant Nutrient laboratory to coordinate the program. The timing was critical, since we anticipated a large volume of tests just prior to farmers submitting their soil tests. The tests in the program included testing for organic matter to stress the importance of increasing organic matter to build and maintain healthy soil. In Macomb, Oakland and Wayne counties, AmeriCorp staff assigned to the MGSP acted as liaisons between the program and participating retailers. They delivered and picked up boxes, provided promo materials and answered retailer's questions. Each county provided interpretative materials to accompany the lab's test results.

Impact

Nearly 4000 samples were collected through the participating retailers between 1998-2000. Eighty-two percent of the customers said this was the first time they had done a soil test. Over 51% learned about the program through the media. Others learned of it through the in-store promotional materials and 6% said they saw another customer dropping off a sample and inquired about the program. Evaluation surveys were mailed to participants within two months after their test results were mailed. Allowing for differences in test interpretations materials that accompanied the test results, between 59% and 86% of participants said they understood the report. Sixty-two percent followed all of the test recommendations, 24% followed some of the recommendations, 13% indicated they planned to follow them, but had not fertilized yet. Sixty percent indicated that they changed their traditional

fertilizer practices as a result of the recommendations they received and 77% said they would test their soil again. Of interest to the retailers was the fact that 51% of the program participants said they returned to the same location to purchase their fertilizers as where they purchased the soil test.

Source of Funds

Smith-Lever 3b&c, AmeriCorp, state, county, grants

Scope of Impact

State

Key Theme: Wildlife Management

Educational Initiative: Deer Management Input Meetings

John Amrhein: State

Description of Program

Eight forums addressing public concerns towards the State of Michigan's current deer management policies were held during April, 2000. The meetings were conducted in Kalamazoo, Livonia, Okemos, Stanwood, Saginaw, Newberry, Crystal Falls and Gaylord. Approximately 668 people attended the meetings statewide. Citizens were invited to state their ideas publicly and nearly 25% of the attendees chose to exercise this option. Those attending the forums were also asked to complete a questionnaire regarding their personal opinions of the State's deer management practices. Eighty-one percent (81%) completed and returned their questionnaire. Data from the surveys was presented with acknowledgement to the Department of Fisheries and Wildlife, Michigan State University and can be found at <http://www.msue.msu.edu/wildlife/deermgmt/dmsummary.htm>.

Impact

It is important to remember that the remarks and ideas identified in this report represent only those that chose to speak and/or return their survey. It does not represent the opinions of all interested parties in Michigan. For example, comparisons between those that returned the forum questionnaire and opinions gathered from statewide surveys conducted by the DNR and Michigan State University, revealed:

- Attendees were almost three times as likely to check a deer with the DNR (34% of attendees versus 13% statewide).
- Attendees were more likely to purchase an antlerless permit and more likely to purchase multiple antlerless permits (purchasing 1 or more: 65% of attendees versus 50% statewide; purchasing 2 or more: 32% of attendees versus 19% statewide).
- Attendees were more likely to approve of the 1999 no-bait restrictions in the Bovine tuberculosis (TB) area and more likely to disapprove of the 1999 restrictions throughout the rest of the state (approve in TB area: 68% of attendees versus 57% statewide; disapprove in the rest of state: 41% of attendees versus 36% statewide).
- Attendees were more likely to want baiting banned (36% of attendees versus 24% statewide).

Numerous diverse opinions and ideas were presented during the forums. Certain issues were mentioned with much greater frequency than were others. The following are the most prevalent ones in the summary:

- "Mandatory check of harvested deer." (18%) It was felt a mandatory check of all deer would result in more accurate harvest numbers than are produced by the current methods; i.e. this would provide an actual count as opposed to the current estimated figures.
- "Limit antlerless permits/no unlimited permits." (17%) Speakers believed people were taking more than their share, that the system is being abused and that unlimited permits could lead to the decimation of the deer herd.
- "Ban baiting." (15%) Speakers felt baiting should be banned, especially if it contributes to the spread of TB. It was also stated that baiting wasn't a good hunting practice and could lead to a negative public image of hunting.
- "Allow baiting." (15%) In the opinion of those that spoke, baiting is a valid hunting method and it allows a hunter to attract deer. If baiting is eliminated a lot of hunters will stop hunting. The ban of baiting will cause economic hardship for produce farms.

The eight public forums identified a diversity of concerns and preferences among the state's deer hunters. According to the survey, participants found the meetings to be more worthwhile than worthless, more interesting than boring, and more fair than biased. As can be seen above, opposing opinions regarding baiting surfaced. The role of Michigan State University Extension in this project was to organize the proceedings from each meeting and organize the data in a detailed report. It was not Extension's position to interpret the input from the meetings, but instead to summarize and present the information in such a manner that it may be used as a tool for helping establish future deer management policy. The Extension Director from another state told our Director he was crazy for even attempting something like this. He was concerned that we couldn't maintain a neutral, facilitative role. This program demonstrated the very important role MSUE can play in critical public

policy issues, even when they are contentious ones. It demonstrated that we can assist organizations and policymakers with their educational and information gathering needs and maintain a neutral position on those issues when necessary. The successful performance of this role enables others to make better decisions, thereby fulfilling the MSU Extension mission "...to help people improve their lives through an educational process that applies knowledge to critical issues, needs, and opportunities."

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Themes: Forest Resource Management and Water Quality
Educational Initiative: BMP Demonstration of Portable Bridge Installation
Thomas Barnes: Wexford County

Description of Program

The forest industry has indicated a need for additional educational opportunities for the logging community in the State. Areas identified for focus included Visual Management, Wildlife Management, BMP's, Log Truck Driver Safety, and Timber Cruising. The need for proper installation of BMP's is a statewide concern. Forest BMP's are needed throughout our state's forest land. The potential for erosion and sedimentation into our streams is greatly increased when a forest harvest is conducted. Providing hands-on training on the proper installation of forest BMP's to the loggers and road builders will help reduce the chance of significant soil impact on our water resources. This program conducted several demonstrations on the Best Management Practice in building temporary bridges that minimize environmental impacts. In addition, modules of the program were presented at the Sustainable Forestry Education (SFE) conferences with collaboration from Indiana and Minnesota. The goal of the trainings was to have the participants develop a better understanding of the impact timber harvests have on the forest and water ecosystems.

Impact

Over 100 participants from two demonstrations came away with a very good understanding on how to properly install a temporary bridge and ways to minimize

the impact on the environment. Michigan Department of Environmental Quality provided specific answers to questions about water quality laws. Mead Corporation provided the land, structures, equipment and operators for these demos. The conference trained 495 individuals from 300 companies.

Source of Funds

Smith-Lever 3b&c, state, county, local businesses

Scope of Impact

Multistate: Minnesota, Indiana, Michigan

The AoE Teams in Goal 4. met their 2000-01 Plan of Work goals by reaching their targeted population. All teams and members have become more active in recruiting stakeholder input and involving collaborators in setting priorities, and designing and implementing programs. In addition, all teams are engaged in identifying the needs of underserved populations and developing strategies and programs to address these populations.

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

Table 9 shows the AoE Teams, number of program participants, and federal key themes address by the AoE teams for Goal 5. It is important to note that youth were distributed by the content area and were not duplicated in Goal 5., whereby, an additional 53,945 youth from Goals 1 through 4 should be added to make the total number of youth to be 288,211.

Goal 5	Adults	Youth	Total	Key Themes
Community Development	14,363	8,389	22,752	Community Development
Economic Development	2,181	54	2,235	Community Development
Family Resource Management	4,982	858	5,840	Family Resource Management, Children, Youth and Families at Risk
FIRM	5,092	480	5,572	Agricultural Financial Management
Human Development	19,605	26,398	46,003	Parenting, Child Care
LeadNet	2,522	938	3,460	Leadership Training
State & Local Government	828	0	828	Community Development, Leadership Training
Tourism	10,160	331	10,491	Tourism
Volunteer Development	22,517	13,002	35,519	Youth Development, Leadership Training
Youth Development**	0	101,566	101,566	Youth Development/4-H, Character Education, Children, Youth and Families at Risk
	82,250	152,016	234,266	

** To avoid duplication, youth who crossed goals were not counted again in youth development.

Table 9.

Total Participants Reached Directly by AOE for Federal Goal 5.

Some of the successes in Goal 5 were:

Key Theme: Leadership Training and Development
Educational Initiative: Flint Neighborhood Leadership Training
Linda Patrick: Genesee County

Description of Program

Community organizations in Flint reflect a high concentration of elderly volunteers committed to community development efforts. Many neighborhood groups and associations have not been successful in increasing involvement of individuals between the ages of 19 to 55 years old. Members of these groups have indicated they are frustrated and would like to increase participation among both men and women in this age range. Several neighborhood organizations indicated an interest in wanting to design and implement a training program that could help build the leadership skills and knowledge of these natural inactive leaders. As a result, MSU Extension Community and Economic Development Agent worked with members of the North Pointe Neighborhood Association and Heart to Heart Neighborhood Association to design a Neighborhood Leadership Training Program. The project was supported and co-sponsored by Flint Community Schools, Flint Police Department, North Central Weed and Seed Program, and Flint Area Enterprise Community, Inc. The training assisted participants in changing their perspectives of their neighborhoods by looking at community assets, as opposed to community needs. This project assisted in building the capacity of participants in assessing the assets of their neighborhood, using shared leadership techniques, group decision making, planning action steps, and collaborating with others.

Impact

Evaluation of the 16 community members that participated in the program found their expectations were to learn how to collaborate with other community members, to learn how to efficiently work as a team, and to increase communication ability when speaking with community leaders. Program participants indicated that all of these expectations were met by the training with 71% of the participants said that they gained new knowledge on the topics, 57% of the participants said the training increased their desire to work together with others, and 71% of the participants indicated that the training greatly improved their ability to get others involved in the community. All of the participants said they would be interested in participating in the development of future training for community groups and grass roots projects. Topics recommended for future training for community based groups included helping seniors and children know how to develop safe places to live, getting children involved, getting more interested in block club participation, and how to reach those who seem not to care about their property and their homes. Follow-up interviews were conducted on a quarterly basis to assess the use of the skills. Participants indicated they used the skills, techniques and information learned in the

sessions. They reported working with others to take action through planning and implemented new programs for youth and families. They reported having an improved sense of community because they are more effective as neighborhood leaders, and are making positive contributions.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Themes: Youth Development, Literacy, and Youth at Risk
Educational Initiative: Service-Learning for Cross-Cultural Understanding
Thomas F. Schneider: Oakland County

Description of Program

The Oakland County 4-H Service-Learning Program is designed to address the low literacy levels in the target communities of Oak Park and Pontiac, by providing experiential learning activities for a minimum of 200 young people, who are low-income or at-risk. Because of the substantial minority populations in those communities, the program focuses equally upon promoting literacy, diversity and service. Service events take place approximately eight times per year, and are open to participation by 4-Hers county-wide.

Impact

During the 2000-01 program year, 307 young people participated in the Oakland County 4-H Service-Learning program and volunteered a total of 16,289 service hours. Some specific participant impacts include:

- Prior to participating in the 4-H Prudential Youth Leadership Institute, 63% of the students said that they "strongly agree" that they "have the ability to improve the community." After successfully carrying out their service project plans, 89% reported that they strongly agreed with the statement. Clearly, the participants experienced an increase in their feelings of value and empowerment as a result of their participation in the program.
- The ethic of service has continued to spread throughout the student population. In a recent survey, 72% of the participants listed their primary reason for taking part in 4-H service-learning projects as "because I want to help make our community better" or "because it's fun." Less than 20% said that they participate "because community service is required for graduation."

- Among 4-H summer program participants, pre-test responses indicated that 44% of the elementary school students "agree" or "strongly agree" with the statement "I like to spend my free time reading books"; on the post-test, that figure jumped to 76%.
- In response to a community survey distributed at literacy events hosted by 4-H service-learning students, 92% of the community members noted that they had "learned something new about the library" as a result of their participation.
- Results of the LEARNS Literacy Assessment revealed that the program successfully built specific literacy skills among elementary school participants. Eighty-seven percent (87%) of the students increased their reading comprehension, as demonstrated by their ability to verbally restate the key elements of stories that they read. Sixty-two percent (62%) of the participants successfully mastered an advanced list of sight words. Upon completion of the program, 91% of the students exhibited self-correction skills while reading aloud.
- During the past two program years, the success and visibility of the 4-H Service-Learning program has resulted in \$29,825 worth of donations from local businesses and foundations.
- Participant portfolios demonstrate that the students have gained self-awareness of their marketable skills. By the time they completed 40 hours of service, 84% of the 4-H Service-Learning program participants were able to articulate at least 5 skills that they possess.
- On a county-wide level, 4-H club participation in service projects has increased significantly since the inception of the service-learning initiative. One measurable piece of evidence is the number of clubs who were nominated for community service awards at the annual 4-H All Star Review. Between 1997 and 2000, the number of nominated clubs increased by 128%.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Themes: Child Care/Dependent Care and Community Development

Educational Initiative: Saginaw Family Child Care Network

Ruth Miller: Saginaw County

Description of Program

Four years ago, families living in the eastside neighborhoods of Saginaw, Michigan had very limited options for childcare. The Houghton Jones community, one of Saginaw's poorest neighborhoods, could claim only two licensed or regulated family childcare providers. Families, many of whom were on public assistance or were working in low-paying jobs, either had to leave the community to find quality childcare or had to leave their children in potentially unsafe settings with untrained providers.

Impact

Because of the efforts of the Saginaw Family Child Care Network, as a partner of the Joining Forces Child Care Initiative, and with funding from the W.K. Kellogg Foundation, the number of trained and licensed providers on the eastside has dramatically increased. Families now have a Network of more than 33 trained and licensed providers under whose care they can confidently leave their children. Five of the Network homes specialize in care for children with special needs. The Network has also been successful in recruiting providers who open their homes for second and third shifts and weekends. More than four hundred and fifty licensed and regulated childcare slots are now available in and to the families of the Houghton Jones and surrounding neighborhoods. These new childcare providers are grossing over \$1 million dollars per year as a result of the new businesses. They are contributing to the economic revitalization of their own families and their neighborhood. These child care providers are not only making quality child care available to their neighbors, but are earning incomes and using their earned resources to improve their homes and the neighborhood. All Network members report that they are earning enough income through their new childcare businesses to support their families.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Theme: Community Development
Educational Initiative: Retail Training for Greenhouses and Nurseries
Dean Krauskopf: State

Description of Program

Owners and managers of retail greenhouses and independent nurseries lack information and training in marketing, promotion and other aspects of retail sales, therefore they are losing market share and potential profits. Operators of independent retail greenhouses and nurseries are facing increasing competition from chain stores and other retail outlets that sell plants and related material. Independents are usually not sophisticated marketers and have not been trained in customer identification, tracking and service. They also are not aware of the most effective techniques in advertising, display and signage and may not be correctly pricing their products in order to maximize profits without meeting customer price resistance.

Impact

Fifty-nine owners and employees of independent retail greenhouses and nurseries in Ohio and Michigan attended this training in order to learn the latest effective methods to increase their sales and profits. Program content either met or exceeded expectations for 96 percent (54 out of 56) of those responding to the post session survey. Ninety-six percent rated the presentation level as meeting or exceeding expectations while 95 percent thought that the information met the same criteria. When asked what they planned to do differently based upon information from this meeting 20 were going to implement or change displays and signage; 12 were going to evaluate and/or adjust pricing; 10 were going to improve their customer base; 8 were going to set goals and priorities and plan for the future; 3 were going to change marketing plans and promotions; and one was going to evaluate new products. Twenty-eight thought the information would make their operation more profitable while 11 were hopeful that it would happen.

Source of Funds

Smith-Lever 3b&c, state, county

Scope of Impact

Multistate: Ohio and Michigan

Key Theme: Parenting
Educational Initiative: Building Strong Families
Dawn Contreas: State

Description of Program

MSU Extension Home Economics Program developed a comprehensive parenting program called "Building Strong Families: Parenting Young Children." "Building Strong Families" is designed to deliver parenting information to limited-resource parents of children aged 0 to 3 in small groups or one-on-one. The educational materials that are part of "Building Strong Families" include multicultural, cartoon-style flipcharts and real-life videotapes. The flipcharts present scenarios that parents often encounter with their children and prompt discussion of behavioral choices parents can make. The curriculum stresses the importance of parenting in the child's early development. It is intended to empower the parents to positively affect their children's future. These materials are unique in that they do not assume: ability to read; spousal support; marriage, or intact families. The four units of the curriculum work together to present concepts that will help the parent develop, as well as the child.

- How Kids Develop—Provides an overview of developmental stages from newborn to 36 months. Parents learn to identify stages, and encourage their child's development.
- Helping Kids Behave—Presents positive discipline alternatives to match the stages of development.
- Playing to Learn—Focuses on positive parent-child interactions that enhance the child's development.
- Smart Living—Helps the parent identify personal strengths and set realistic goals.

Trained paraprofessionals and volunteers present the curriculum in the participant's home or in small group settings. The instructors helped parents locate more parenting information if they need it, and can refer parents to other support programs in the parent's community.

Impact

Building Strong Families Program (BSF) helped over 1,000 parents in 2001 develop better parenting skills that will lead to young children reaching their fullest potential. Evaluation of the program found significant changes in parenting behaviors related to promotion of language development of the child, increased nurturing behaviors, and use of positive discipline alternatives. In addition, a follow-up study of 156 at-risk families referred by Child Protective Services found Building Strong Families helped to prevent child abuse and neglect where 95% were

successful with no further referrals for child abuse and neglect over a three-five year period.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

Key Themes: Youth Development and Water Quality

Educational Initiative: Future Farmers of America (FFA) Students Promote Groundwater Stewardship

Roberta Dow: Grand Traverse County

Description of Program

Michigan Groundwater Stewardship Program found through needs assessment the lack of understanding of groundwater and its relationship to surface water. They also found the need to educate the public on risk reduction and proactive groundwater stewardship. A program was created that utilized six Future Farmers of America (FFA) students to teach youth and adults about groundwater stewardship at the Michigan Hall of Fame Farm Show in Delton, Michigan. The students attended an all-day, train-the-trainer program where they learned how to use a groundwater flow model to demonstrate what we do around our home impacts the ground and surface water quality. They also learned how to teach stewardship as well as how to make learning fun for both adults and youth. They

Impact

The students used the new information and skills to demonstrate the effects of homesite geology on surface and groundwater vulnerability at the Michigan Hall of Fame Farm Show. The youth educators had fun showing people how important water is by having them estimate how many 2 liter bottles of water they contained in their bodies. The students found people rarely estimated the actual amount. The youth educators had fun visually showing folks the number of gallons of water used for common activities such as showering (5 gal./min.), washing dishes by hand (10 gallons), brushing teeth (1-3 gallons) or flushing (5 gallons), after having people try to guess. Eight hundred sixty seven people participated in the activities at the show. The program demonstrated that using youth to train others is an effective and a double success technique. Youth as teachers learned more than if they were just

studying it & it helped build their self-esteem. We also noted that people were less reticent to go to an activity station if a young person is there.

Source of Funds

Smith-Lever 3b&c, state, county

Scope of Impact

State

Key Themes: Promoting Housing Programs

Educational Initiative: Housing Education Established as Community Assest

Marilyn E. Rudzinski: Macomb County

Description of Program

Through a community assessment and program review process in the 90's affordable housing was identified as significant community issue. Citizen and agency focus groups, advisory committees and studies completed by agencies such as United Way supported the need for education in housing. Affordable housing incorporated many issues which included items such as renter and landlord rights, credit and money management, identifying and choosing affordable or appropriate housing options, home maintenance repair, and home buying. With these results the Extension home economists established a housing advisory committee to assist in the initiation, development and implementation of a housing program. Establishing housing education programs became the goal. Inherent in the goal was the need to find funding for staff and program resources for any kind of meaningful community impact.

Impact

After approximately seven years of program development, implementation and administrative efforts the Macomb MSUE Housing program is: recognized as "the housing educator" in the county; Viewed as a collaborator and partner in addressing housing needs within the community; staffed with individuals who have attained MSHDA/HUD certification; supported through multiple funding sources including banks, local units of government through CDBG funds, non-profit organizations and the county; diversified in program delivery and topics that address a variety of audiences and needs; reaches over 1500 annually with information that allows families to address basic shelter needs successfully; recognized as a team member that can assist in neighborhood development and rehabilitation; and having documented educational impact. Evaluation of a MSHDA contract found those who

participated in the home buyer program were more likely to delay their home purchase to repair credit and increase cash flow resulting in more successful home ownership when residents did buy.

Source of Funds

Smith-Lever 3b&c, state, county, grants

Scope of Impact

State

**Key Themes: Youth Development/4-H and Youth At-Risk
Educational Initiative: 4-H AmeriCorp and Vista Programs
Cyndi Mark, Janet Olsen, Julie Chapin, and Susan Henry: State**

Description of Program

Michigan 4-H Youth Development partnered with the Corporation for National Service to build the capacity of low-income communities by meeting the needs of youth during out-of-school time through two programs: 4-H Fun Zone Project focused on needs assessments, community capacity-building, positive youth development, volunteer capacity-building, and family capacity-building; 4-H Club Read focused on increasing literacy skills of children grades K-3, children reading for pleasure, family involvement around reading, and community capacity for local literacy efforts.

Impact

Evaluation of the project found youth significantly increased in their commitment to learning, self-esteem, and community service. Evaluation of 4-H Club Read found 98% of the youth improved their attitudes towards reading, 90% of the one-on-one participants improved their reading skills of at least one grade level, 70% of the small group participants improved their reading skills of at least one grade level. In addition, 75% of the parents participating increased their knowledge of literacy development skills.

Source of Funds

Smith-Lever 3b&c, AmeriCorp, Vista, state, county, grants

Scope of Impact

State

Key Theme: Youth Development and Water Quality
Educational Initiative: Project Fish
Shari Dann and Mark Stephens: State

Description of Program

The purpose of this project is to enhance Great Lakes fisheries education systems, particularly in the Lake Michigan basin, by providing K-12 and non-formal education opportunities and materials for use by educators. The program promotes a better understanding of Great Lakes fisheries, biology, ecology, and history by educating teachers and providing them with resources so they can teach youth on complexities of fisheries issues and management. Project F.I.S.H. workshops occurred throughout the state, particularly within the Lake Michigan basin. Members of the MSU Fisheries & Wildlife Department, MSU Extension, Michigan 4-H Youth Development Programs, Michigan Department of Natural Resources, and Michigan United Conservation Clubs partnered together as instructors and facilitators. Many workshops were successfully organized and hosted at the local level, each with different styles and target audiences.

Impact

Over 200 teachers and volunteer mentors were trained. Evaluation of the program found educators doubled their knowledge and ability to teach the subject in almost all of the 17 content areas with the highest subject areas (over 80% of the educators reported knowledgeable and able to teach the subject) being angling skills, ethics, and human influences on aquatic environments. In turn, these educators reached over 5,000 youth through long-termed mentor-based learning programs and 7,000 youth through festivals, special events, school visits, and other short-termed educational experiences.

Source of Funds

Smith-Lever 3b&c, county, grants, local businesses

Scope of Impact

State

The AoE teams in Goal 5. met their 2000-01 Plan of Work goals by reaching their targeted population. All teams and members have become more active in recruiting stakeholder input and involving collaborators in setting priorities, and designing and implementing programs. In addition, all teams are engaged in identifying the needs of underserved populations and developing strategies and programs to address these populations.

Management Goals

Key Theme-Multicultural and Diversity Initiatives

Educational Initiative Title: Multicultural and Diversity Initiatives

Sandy Clarkson: State

Program Description

Michigan State University Extension's (MSUE) multicultural vision is to institute and sustain organizational change that integrates multicultural concepts and principles into its environment, educational programming and employment.

PROFESSIONAL DEVELOPMENT

Multicultural Self Awareness Workshop

More than 100 MSUE staff and partners and 31 CSREES/USDA employees participated in a two -day Multicultural Self Awareness Workshop. Workshop goals are to help staff learn more about their own cultures, to develop a common language and set of multicultural concepts and to enable participants to understand their belief systems regarding people "different than me" (i.e., abilities, class, gender, race, sexual orientation). Since 1997, 38 staff and partners including those from the MSU Gay, Lesbian, Bisexual and Transgendered Faculty and Staff Association have been trained by VISIONS, Inc. and have facilitated 50 workshops for more than 1,300 staff and community partners.

Workshop evaluation results indicate that:

****94% of the respondents strongly agree or agreed that they gained new insights and experiences about multiculturalism and diversity.**

****90% of the respondents strongly agree or agreed that they will apply these new insights and experiences in their work.**

****92% of the respondents strongly agree or agreed that they would recommend this workshop to a colleague.**

Leadership in Dealing with Difficult Multicultural Discussions

Have you ever found yourself in a difficult multicultural discussion with co-workers, community members or others? Perhaps you've had a conversation when you wished you had responded in a different way to an inappropriate behavior, remark or joke. This workshop is designed to provide a framework and experiences for participants to

practice how to take leadership in dealing with difficult multicultural discussions. The workshop provides participants with multiple options to react to situations which challenge the principles that undergird MSUE's multicultural vision. Participants briefly revisit key learnings from the two -day Multicultural Self Awareness Workshop and become more conscious, committed and competent in pro -actively addressing difficult multicultural challenges through a set of interactive experiences. More than 210 MSUE administrators, agents, office and program staff, specialists and others who work on campus and in county Extension offices have participated in eight workshops. The workshop was developed by a planning team of Extension staff and community collaborators. Facilitators are MSUE staff and partners.

Feedback from MSUE staff who participated in the workshop indicates they've gained skills and confidence to speak up to respectfully and constructively interrupt "ism" behaviors and comments. Evaluation comments include

****I started learning words and language to help me be "active in the places and times there is multicultural work that is obviously mine to tackle. All learning about these issues is very important to me.**

****I mostly appreciated the small group discussions about how to respond to "ism" behaviors and comments and the use of "real world" examples as tools.**

****I continue to learn more about me during this training. Sometimes I don't like what I've been and seek to change or become better the next time I'm faced with a difficult multicultural discussion.**

****I certainly got much of what I was hoping for and more opportunities for honest, open exchange of ideas and opportunities to dispel myths and increase understanding of target groups with whom I've not interacted much.**

****I'm more sensitive to "isms", know more about how to develop appropriate language for various situations so I can confront "isms" situations appropriately.**

****I gained strength and wording to no longer be a silent contributor to inappropriate behavior and remarks that offend people of color, persons with disabilities and persons who are gay, lesbian, bisexual and transgendered.**

****It was stimulating to think about white undeserved privileges and status of target groups and non -target groups. I better understand how statements might be offensive to people.**

****Wonderful workshop! Very welcoming environment! Great conversations!**

Who Wants to Be Disabled?

This all-day workshop evolved from a 90 -minute standing -room -only presentation by MSUE staff and partners at the 2000 Fall Extension Conference. "Who Wants to Be Disabled" provides opportunities for all Extension staff to experience what it is to be a person with a disability and to determine what it means for them as Extension employees; what this means in their personal lives; what implications this has for their communities; and where they can go to learn more and get assistance. More than 45

staff have participated in two workshops. The team which planned and facilitates the workshop includes Extension staff with and without disabilities and community partners.

Staff who participated in the workshops said the most valuable learning was the opportunity to experience even for a brief time what it's like to have a disability. Disabilities which staff "tried on" included hearing, mobility, arm strength, sight and loss of all or part of an arm. Evaluation comments included

****Great job! Wonderful mix of personal stories, information and useful applicable information. It was excellent.**

****I'd suggest that you schedule time so each participant can experience each of the disabilities.**

****I love learning about peoples' insides; when you get to the inside its like receiving a bonus package—a friend, a gift, a resource all in one. I think this training will help me see (and receive) people's insides faster.**

****I will incorporate this type of workshop into the youth leadership group who is focusing on diversity and social justice issues.**

****This workshop raised my awareness of obstacles that people who are disabled face everyday. Hopefully I can make the MSUE office in my county a better place for persons with disabilities.**

****I'll be more aware of the different types of disabilities and make accommodations for persons with disabilities accordingly.**

****I won't be afraid to ask someone if they need help. It was so helpful to hear from those firsthand who have disabilities. Thanks to each one for being so open!**

Extension Conference

During the 2001 Extension Conference, MSUE staff had the opportunity to participate in several educational opportunities to increase their multicultural awareness. These opportunities included:

**** keynote presentation about "Being Culturally Sensitive: Working with People of Different Cultures" by Dr. Gottfried Oosterwal for program associates**

****"Aushaagnawaabminaan - The Way I See You" about Native American Culture and Traditions which was a Workshop on the Move**

****"Who Wants to Be Disabled" which was a Workshop on the Move**

****"Working with Central-City Neighborhoods-MSU Urban Collaborators' Experiences"**

****"Lessons Learned from Project CAMINO –Working with Migrant Youth"**

****"Being Culturally Sensitive –Working with People of Different Cultures"**

*****"Recruiting Volunteers from Diverse Cultures"**

*****"Michigan Youth and Adults –Uniting for Community Change"**

*****"Spanish at Work–Communicating with Extension Clients"**

*****"Centers for Independent Living –A Resource for Working with Persons with Disabilities" ***"Work, Family and Aging Parents –Issues and Strategies"**

MSUE Multicultural Newsletter

This newsletter is published and distributed monthly. The newsletter features four sections (1) awareness: resources for staff and community partners, (2) application: practical ideas to use when working with diverse audiences and individuals, (3) action: programming efforts and (4) a quote of the month. Staff indicate they read the newsletter regularly because it's full of useful information. They also share it with community partners and leaders. Staff who are members of non -target groups are talking with staff who are target group members to discuss what it's like to be a person of difference. The resource materials are being requested by staff for use in educational programming.

RECRUITMENT AND EMPLOYMENT

MSUE participated in the following to promote career opportunities and internships:

****College of Human Ecology Career Fair,**

****MSU Minority Career Fair,**

****Women in Agriculture Career Seminar,**

****Department of Family and Child Ecology Community Service classes,**

****MSU Minorities in Agriculture and Natural Resources Association meeting.**

The Extension Urban Initiative funded six internships; counties funded additional internships. MSU students and students from other colleges including persons of color learned about career opportunities and contributed their ideas and energy to local and state educational programs. An MSU graduate who is an African American female and was employed as an intern in the summer of 1999 continued employment with MSUE in various program support roles. In 2001, she was selected as an Extension educator for parenting education programs in Saginaw County.

One individual who is American Indian employed in the Agent Development Program for two years applied for and was selected as an Extension agriculture and natural resources agent in Clare County. One individual who is Latino employed in the Agent Development Program for two years continues as a Community Development and Diversity Educator including a 25% statewide assignment for diversity and multiculturalism. In that role, he's making significant contributions to MSUE's multicultural change process.

2000 employment statistics show that

****8.5% of agents are persons of color (32 of 376) compared to 7.9% in 1999 (28 of 355)**

- **54.5% of agents are female (205 of 376) compared to 54.1% in 1999 (192 of 355)**
- **33.3% of county Extension directors are female (27 of 81) compared to 35.8% in 1999 (29 of 81)**
- **31.8% of program associates are persons of color (76 of 239) compared with 29.4% in 1999 (70 of 238).**

CIVIL RIGHTS COMPLIANCE REVIEW SYSTEM AND TRAINING

MSUE's Civil Rights Compliance Review System has been revised with implementation effective April 1, 2002. To increase staff accountability relative to their responsibilities in Civil Rights, the new system is integrated into the MSUE performance appraisal system (Employee Development System). Under the new system, county staff unit teams annually select one of four Civil Rights Goal Areas (Program Planning, Program Outreach, Administrative/Operations, Human Resources) with each staff member creating performance initiatives for the program year. Standards for each Goal Area have been established to serve as accomplishment guides. Progress toward initiative achievement is electronically reported quarterly and reviewed annually during on-site reviews conducted by the county Extension director and regional director as part of the annual performance review process.

Training on Civil Rights policies and procedures was provided to all county Extension directors through a train-the-trainer program by the MSUE Civil Rights Coordinator. County Extension directors in turn provided the training of their respective county staffs. Henceforth, the training program content will be reviewed with county staff by county Extension directors on an annual basis. The training program content is being placed in the MSUE Administrative Handbook which is accessed through the MSU Home Page for reference.

EXTENSION INFORMATION SYSTEM

MSUE has integrated the new revised Civil Rights Compliance Review System into the Extension Information System, where teams within counties can identify, track, and document impact toward Civil Rights goals. It is the belief that through the integration of Civil Rights Review and EIS will improve program planning and outreach as well as Civil Rights compliance.

SUCCESS STORIES

Partnership for Activism and Social Justice (PASJ) - Calhoun, Houghton, Kalkaska, Lenawee, Midland and Washtenaw Counties

What does character education have to do with social justice? Youth and adults involved in the Partnership for Activism and Social Justice (PASJ), a 4-H Youth Development initiative, are actively looking at this important question. The PASJ project is built upon the strong foundation of character education programming that Michigan 4-H Youth Development initiated during the past several years. A number of activities have been part of this group's learning including attending a personal

and professional development conference, participating in a weekend retreat, and hosting and teaching at a three-day youth and adult conference at Kettunen Center. These intentional experiences have shown participants that character development, social justice and positive community change are tightly linked issues, and Michigan 4-H is committed to making a difference in these areas. Participants who attended the July conference focused on learning how hateful language, bullying behaviors, prejudice and discrimination negatively impact people. They explored connections between character, moral action and social justice; they learned to appreciate cultural differences among themselves and others; they strategized on how to strengthen youth and adult voices to become allies for social justice and how to enhance their individual communication skills to become effective educational activists. They established local "Circle of Support" groups, composed of individuals committed to implementing community activism and change processes while providing support for each other. The groups created action plans to address these issues in their local communities, supported by resources available through the state 4-H office.

Counties Are Reaching Out to Spanish-Speaking Audiences - Grand Traverse County

A Grand Traverse County Extension staff member attended the Food Coalition meetings once a month. The coalition is made up of food pantry workers from churches in a five county area. One church holds a community meal every month and uses a flyer to promote it. They also had a brochure for a baby pantry that supplies food, clothing and items for infants and toddlers. MSUE volunteered to have the flyer and brochure translated into Spanish. A clerk employed by the Womens, Infants and Children Program offered to translate Project Fresh materials into Spanish. As a result, more Spanish-speaking persons are able to use community resources. The clerk also translated for a Project Fresh class, held on a Saturday, attended by several moms who speak Spanish.

Programming with Multicultural Audiences - Gogebic County

In Gogebic County MSUE reached out to all people within the county, including those at the Lac Vieux Desert (LVD) Band of Chippewa Indians Reservation. "Reaching out to the community has involved moving beyond the Extension office in Ironwood. The community and economic development agent is located at Gogebic Community College and works with the LVD Band of Chippewa Indians on economic development issues. Opening an auxiliary office in Watersmeet in the eastern end of the county (60 miles from the Ironwood office) has resulted in the development of additional partnerships and programming with the LVD Band of Chippewa Indians and the Watersmeet community. Having a community presence has expanded our Children, Youth and Family programming in a number of ways. A program associate is housed in the office on a full-time basis. She works with the Family Nutrition and Building Strong Families Programs and has some 4-H Youth programming responsibilities. Her efforts have greatly expanded the number of families and groups that MSUE works with throughout the year. Her close working

relationship with the LVD Tribal Center and its families tripled the number of Family Nutrition Program home visits. She has brought the FNP youth series to both the Watersmeet and Marenisco school systems and has been a major force in expanding 4-H programs in those communities. Gogebic County now has four 4-H clubs in Watersmeet (including a large one that meets at Lac Vieux Desert) and one in Marenisco. As a result of additional requests from throughout the county, including requests from the tribal community, the Building Strong Families Program was expanded two years ago with funding support from Gogebic Strong Families/Safe Children. The program is currently reaching 23 American Indian families.

Classism and Teamwork Aren't a Good Mix - Genesee County

The Genesee County Extension Team worked together to take steps to wipe out classism and to make sure everyone feels appreciated as a valued member. "Secretaries, program associates and agents all participated in Total Team Meetings. We share leadership for special projects, community service events, team initiatives and decision-making. All are encouraged to participate in internal and external planning committees. We recognize each other and show special appreciation of acts of kindness with candy hugs and kisses as part of our monthly "Moomba Time". Everyone participates in technology training and is encouraged to use all equipment. We are expanding and upgrading our computer systems to make sure everyone has computer, Internet and email access. We all participate in diversity training and are encouraged to lead sessions. We have a map with our pictures, pointing to our ethnic origins. Everyone has individual voice mail boxes. Regular mail boxes are now combined and arranged alphabetically instead of by rank and department. Everyone has a key to the building and access to county vehicles when needed. Program associates no longer have to sign in and out. Secretaries and program associates are invited to participate in hiring interviews. Program associates also are helping to craft success stories for the Extension Information System. We are not afraid to frankly discuss and firmly address problems together. We still have a long way to go, and we are headed in the right direction."

Celebrating Differences in Recognition of the Reverend Dr. Martin Luther King, Jr. - Branch and Wayne Counties

January 15, 2001 provided an opportunity for MSUE county staff to celebrate differences in honor of the Dr. Martin Luther King, Jr. holiday. In Branch County, 4-H VISTA, AmeriCorps and 4-H staff coordinated the first ever "Celebrating the Differences Day." More than 70 children and 20 adults attended. The participants learned about cultures through crafts, games and foods and heard stories from Russia, France, Ireland, Austria, Germany, Japan, Mexico and Africa. The program was fun and a wonderful learning opportunity. Participants committed to sustaining the celebration in future years. In Wayne County, approximately 150 children and adults gathered at the Beechwood Resource Center in River Rouge, a community facility Dr. King had visited in May of 1958, to pay tribute to the slain civil rights

leader. The celebration, coordinated by the 4-H VISTA, AmeriCorps and 4-H staff included the delivery of the "I Have a Dream" speech followed by a discussion session led by a 4-H teen leader and a presentation and discussion of the video, "A Class Divided." The day culminated with a discussion on the importance of embracing a multicultural society and how all individuals can keep Dr. King's dream alive. Numerous VISTA, AmeriCorps, 4-H and other educational displays were available for participants to view, including a display centered around Dr. King's childhood and adult life in Atlanta, GA. Both of these celebrations are excellent examples of Extension staff "bringing multicultural knowledge to life!"

VISTA Programs Celebrate Multiculturalism - Lenawee County

A 4-H VISTA volunteer in Lenawee County has found a number of ways to integrate multiculturalism into after school programming. Among efforts are "Celebrations Around the World" and "Books without Boundaries". After doing research on the Internet to learn about various multicultural celebrations, the staff member selected a number of holidays and cultural celebrations to highlight. Students learned about the Harvest Moon celebration (Chinese), American Indian culture, Kwaanza and Hanukkah. During each monthly program, students study the culture or celebration through prepared readings and participate in a related craft or food project. Students made Asian lanterns for the Harvest Moon celebration and medicine bags for the American Indian culture celebration. Through the "Books without Boundaries" program, students created, wrote and illustrated a 25-page picture book for other children in Central and South America. With assistance of adult volunteers, students learned about book binding and layout as they prepare their published works. This individual who is a member of the 4-H team, worked with the Adrian Public Schools state and federal programs, Celebrando La Familia, " to teach the Character Counts curriculum to Latino/a children and parents.

Going Out into Communities - Kent County

When Kent County MSUE had two nutrition education program associate positions open, staff developed plans to seek a diverse group of candidates who would be representative of the Grand Rapids community. The staff's ultimate goals were to diversify staff and expand work with target group members. A list of agency and community organizations including those who referred clients (i.e., Family Independence Agency, the Health Department) was pulled together. Copies of the position posting and a request for assistance in recruiting candidates were faxed to these partners. Contacts were made with African American churches. Five of six applicants, including persons of color and individuals who are bilingual, expressed interest as a result of this intentional recruiting process; two of these individuals were employed. Staff met with representatives of the Native American Center to explore ways for MSUE and the Native American Center to work together. The FNP instructor and Extension educator were invited to a discussion with Native American elders to learn about their needs. Issues identified included health services, challenges of grandparents raising grandchildren and nutrition education. Staff linked the elders to a newly established Senior Pantry where Extension holds

nutrition and financial management classes and to a diabetes screening clinic. Several weeks later, center staff invited MSUE to set up an information booth at the "American Indian Symposium 2000 - Honoring the Wisdom of the Circle". The Kent staff continues to build trust as a foundation for ongoing relationships with diverse communities. Their efforts demonstrate the importance of taking intentional steps to diversify staff, spending time getting to know people, listening to discussion about individual and community issues and then entering into a dialog about how MSUE might partner to help address needs.

Stakeholder Input Process

Michigan residents' needs and interests are the driving force behind MSU Extension programs. In 2001, volunteer county Extension council members, along with staff members in every Michigan county, selected focus areas for local programming. Regional Extension council conferences provided an important opportunity to highlight the issues identified by stakeholders across the state.

The primary purpose of the *sharpening our program focus* process was to identify local needs for educational programming. Each county undertook a customized process and selected initiatives specific to its communities. Five major statewide themes emerged from these processes:

- ∞ Building strong communities.
- ∞ Helping youth succeed.
- ∞ Enhancing profitability in agriculture.
- ∞ Encouraging responsible land and natural resources use.
- ∞ Building healthy families.

Building strong communities

Michigan citizens identified a variety of opportunities for MSU Extension to assist them in their quest for strong communities. They spoke of the need for increased education in community development and collaboration, economic development, housing and health care. Other focus areas identified include education, diversity, leadership, tourism and volunteer development. These themes were prominent in both urban and rural communities.

Helping youth succeed

Residents expressed strong desire for educational programming to help young people avoid behaviors that place them at risk. Positive youth development programming should be enhanced, they said, and particular emphasis should be placed on reducing violence involving youth.

Enhancing profitability in agriculture

Farm economics and viability concerns echoed across the state. Residents asked MSU Extension to help them explore agricultural diversity, niche markets and value-added opportunities and to continue farm management education for producers.

They also asked for increased emphasis on animal health issues, the economic impact of manure issues, maintaining profitability of small and part-time farmers, and maintaining profitability while enhancing environmental stewardship.

Encouraging responsible land and natural resources use

Decision making and leadership development around natural resources and land use issues is important to Michigan residents. In the land use arena, they especially cited farmland preservation, sprawl and planning and zoning issues as areas where MSU Extension should focus resources, along with brownfield redevelopment and urban land use concerns.

County Extension council members asked for more information and education about such issues as environmental quality, forestry, natural resources, water quality and wildlife management.

Building healthy families

Extension council members and other stakeholders in nearly every county asked MSU Extension to focus on enhancing family assets. They also asked for educational programming on quality day care, family relationships, human development and parenting, and family resource management.

Concerns about nutrition and food were also prevalent. Stakeholders asked for educational focus on the safety of our food supply, development of healthy lifestyles, and family nutrition education.

Developing action strategies

MSU Extension's 34 area of expertise (AoE) teams were each asked to carefully review the statewide program input, synthesize the results with their external stakeholder groups, refine the needs cited and develop program plans supporting attention to broader focus areas.

Program Review Process

MSU Extension continues to use the AoE team structure for the Program Review Process as stated in the Plan of Work with no changes. As mentioned above, the teams have begun to incorporate the information from the Sharpening Our Program Focus process into their goals and priorities.

In addition to the above process, counties and AoE teams during 2000-01 used over 200 advisory groups to identify local needs and action strategies. Information regarding the advisory groups have been added to the Extension Information System (EIS) that include names and demographics of the members, purpose and

role of the advisory group, recommendations, and, in time, impact of the group. These groups ranged from local 4-H Foundations to Technical Advisory Committee Southwestern Michigan Solid Waste Consortium. This information will continue to be used for stakeholder input and Civil Rights compliance.

Evaluation of the Success of Multistate and Joint Activities

MSU Extension met its goal of 1% or \$79,212 as proposed in the Plan of Work by spending \$114,754 on multistate activities. This was the first year an auditable system was in place to begin to track such activities. The majority of these activities involved sharing information and educating others from other states. Some of the major collaborations consisted of: the Tri-State Dairy Management Conference with Purdue University and The Ohio State University; five state beef alliance with North Central Region states; national Emergency Management & Disaster Response; North Central Region Aquaculture Conference; North Central Show Stock Producers; and North Central Urban Extension Conference. In all of these collaborations, staff members reported sharing resources and information as well as building stronger relationships between the states.

For further information contact Bruce E. Haas, Ph.D. at haasb@msue.msu.edu or (517) 432-3491.

Appendix

Michigan Multistate Extension Form and Documentation

EXPENSES ON MULTISTATE ACCOUNT (and others) THAT ARE MULTISTATE ACTIVITIES FY01

ACCT	DESCRIP	PO#	ORIGAMT	JVE#	DATE	SUMAMT	description
200071-7385	LEHOLM TRAVEL CTR		732.74	JVE010866	11/20/2000		ECOP air Portland
200071-7385	ARENT GALE		685.7	CHK430067	11/28/2000		Ag Ldsp Program Conf Shell Beach CA 3 days
200071-7385	ARENT GALE		754.44	CHK428368	11/20/2000		NC Farm Mgmt Kansas City, MO 3 days
200071-7385	DB11013051KOVACIC/M		478.25	JVE000038	12/27/2000		NC Admin Mtg Chicago 1 day
200071-7385	DB11013050KOVACIC/M		20	JVE000038	12/27/2000		
200071-7385	DB11013051KOVACIC/M		20	JVE000038	12/27/2000		
200071-7385	ARENT GALE		202.58	CHK431938	12/1/2000		NC ANR Prog Ldrs Peoria IL 2 days
200071-7385	LEHOLM ARLEN		30	CHK436717	12/19/2000		ECOP Portland 3 days
200071-7385	DB11013050KOVACIC/M		384.84	JVE000038	12/27/2000		NELD Wash DC 2 days
200171-7385	KOVACIC MICHAEL		18	CHK442591	1/9/2001		NC Admin Mtg Chic
200171-7385	KOVACIC MICHAEL		639.96	CHK442587	1/9/2001		NELD Wash DC
200171-7385	DB101043170ARENT/GA		20	JVE000038	2/26/2001		
200171-7385	DB101043170ARENT/GA		590	JVE000038	2/26/2001		NC Program Ldrs
200171-7385	DB102193016KOVACIC/		199.92	JVE000038	3/29/2001		Mid-Mgr
200171-7385	DB102193016KOVACIC/		20	JVE000038	3/29/2001		
200171-7385	ARENT GALE		747.28	CHK462016	3/7/2001		NC Program Ldrs Wash DC 4 days
200171-7385	HODUPP RICHARD		459.38	CHK477375	4/18/2001		Amish & Anabaptist OH 3 days
200171-7385	ARENT GALE		182.98	CHK474811	4/11/2001		Amish & Anabaptist OH 3 days
200171-7385	MONG MAY		543.2	CHK470592	4/2/2001		ECOP-PODC Sub-cte Montgomery AL 5 days
200171-7385	BETHEL MAGGIE		470.21	CHK495463	5/30/2001		Urban Conference OH 4 days
200171-7385	KOVACIC MICHAEL		688.75	CHK494933	5/29/2001		Mid-Mgr Lincoln, NB 3 days
200171-7385	DB104233022FENECH/D		282.28	JVE000038	5/30/2001		NELD Estes Park
200171-7385	DB104233022FENECH/D		20	JVE000038	5/30/2001		
200171-7385	DB104033019CUDNEY/P		20	JVE000038	5/30/2001		
200171-7385	ARENT GALE		343.72	CHK492918	5/23/2001		NC Farm Mgmt Minneapolis 3 days
200171-7385	DB104033019CUDNEY/P		292.39	JVE000038	5/30/2001		NELD Estes Park
200171-7385	CUDNEY PATRICK		409.66	CHK499026	6/8/2001		NELD Estes Park 3 days
200171-7385	FENECH DAVID		419.27	CHK509339	7/5/2001		NELD Estes Park 3 days

2001 71-7385	KELLS JAMES	463.28	CHK497250	6/5/2001	ECOP-PODC Ft Lauderdale 3 days
2001 71-7385	TSFR MULTISTATE	2,887.57	JVE032984	6/26/2001	CSREES Norfolk Weller, Tijerina, Goodrich 4 c
2001 71-7385	TSFR TOMULTISTATE	1,999.07	JVE031765	6/20/2001	Rossman, Kimball LA, Kimball/Shaffer Chicago
2001 71-7385	TSFR TOMULTISTATE	579.78	JVE031764	6/20/2001	Urban Conf OH Stuckman, Pizana
2001 71-7385	DB105213073ARENT/GA	183.44	JVE000038	7/27/2001	
2001 71-7385	DB105213073ARENT/GA	20	JVE000038	7/27/2001	
2001 71-7385	DB107166003CUDNEY/P	20	JVE000038	8/30/2001	
2001 71-7385	DB107166003CUDNEY/P	253.49	JVE000038	8/30/2001	NELD Estes Park
2001 71-7385	CORRECT ARENT TRVL	20	JVE003691	8/31/2001	
2001 71-7385	ARENT GALE	1,080.86	CHK528742	8/29/2001	ANR Prog Ldr Albuquerque 3 days
2001 71-7385	CORRECT ARENT TRVL	711.86	JVE003691	8/31/2001	NCR Rapid City air
2001 71-7385	DB108273007FENECH/D	509.34	JVE000038	9/26/2001	Urban Conf OH
2001 71-7385	ARENT GALE	211.8	CHK536241	9/20/2001	NCR ANR Prog Ldr Rapid City 3 days
2001 71-7385	DB108173020SMITH/SH	282.72	JVE000038	9/26/2001	ECOP Mgmt Team Kansas City 3 days
2001 71-7385	DB108273007FENECH/D	20	JVE000038	9/26/2001	
2001 71-7385	DB108173020SMITH/SH	20	JVE000038	9/26/2001	
2000 71-7385	Dec 29 payroll	2256.02		12/29/2001	Arent October pay while m-s duties
2001 71-7385	Tsfr fringe	-103.78		6/29/2001	
2000 71-7385	Dec 29 fringe	688.09		12/29/2001	
2001 71-7385	Regfee	70		6/20/2001	Kimball LA trip
2001 71-7385	Regfee-Kells	300	chk 497250	6/5/2001	ECOP-PODC
2001 71-7385	OSU Extension reg fee	435	chk 508889	7/3/2001	Bethel Urban Conf
2001 71-7385	Regfee	580	jve031764	6/20/2001	Urban Conf Stuckman, Pizana
2001 71-7385	OSU reg fee cancel	-460	cash201009	5/15/2001	offsetting
2001 71-7385	ARENT GALE	30	chk492918	5/23/2001	NC Farm Mgmt
2001 71-7385	MONG MAY	110	470592	4/2/2001	ECOP Montgomery
2001 71-7385	HODUPP RICHARD	155	chk 477375	4/18/2001	Amish & Anabaptist
2001 71-7385	Univ Wisc	6164	chk 472308	4/5/2001	NELD NC basic & 2 registrants
2001 71-7385	Univ Nebr	225	chk 462933	3/9/2001	NC Admin Ldsp Conf (Mid Mgr) Kovacic
2001 71-7385	OSU reg fee	460	chk 460105	3/2/2001	offsetting
2001 71-7385	Amish Comm	155	chk451174	2/6/2001	Arent Amish
2001 71-7385	Purdue Univ	75	chk 443620	1/11/2001	Arent NC ANR Prog Ldr Wash DC
2000 71-7385	ARENT GALE	110	chk 431938	12/1/2000	NC ANR Program Ldrs
2000 71-7385	ARENT GALE	35	chk 428368	11/20/2000	NC Farm Mgmt Kansas City
2001 71-7385	NTHP/MPO	500	chk 444370	1/15/2001	Assessment of Barn Preservation
2001 71-7385	Univ Wisc	11361	chk 449809	1/31/2001	Food Stamp Coord

2001 71-7385	Ext Revolving	100chk 531773	9/6/2001	Arent & Loveridge NCR ANR Prog Ldrs
2001 71-7385	2001 NAE4-HA Conf	110chk 532140	9/6/2001	Booth regis Oct 20-23 3 days
2001 71-7385	ARENT GALE	203chk 528742	8/29/2001	NC ANR prog ldr reg
2001 71-7385	ARENT GALE	29.97chk 528742	8/29/2001	Arent lunch during NC ANR Prog Ldr
	sub-total	42527.06		
2001 71-6517	DB108185FOERSTER/KA	320.13JVE000038	9/26/2001	Evolving the Links -Madison 2 days
2001 71-6517	DB108185FOERSTER/KA	20JVE000038	9/26/2001	Evolving the Links -Madison
2001 71-6519	DB108273150GOODRICH	96.89JVE000038	9/26/2001	North Central mtg - 2 days in Madison
2001 71-6519	DB108273150GOODRICH	20JVE000038	9/26/2001	North Central mtg
	sub-total	457.02		
		74314.08		

s as of 10/1/00;

nge at rate of 31.5%

was: Oct-Dec 30.5%; Jan-Jun 31.5%; Jul-Sept 33.8%

STATE ACTIVITIES FY01

	Event/Role	Organization	State	multfte	\$	\$
Waitrovich	Helped to plan and implement poverty simulation.	U.W Extension	WI	0		
Maas	Chaired Review Committees	ACYF	DC	2.5	1274.45	
Maas	CSREES Administrative Officers' Meeting	USDA	VA	2	1019.56	
Weide	Key note			0		
Thomas			AK	0		
Cross	Program presenter	Ohio State University	OH	0		
Cross	Program Presenter	Cornell University	NY	0		
R. Smucker	Presented Specialty Potato Production	Penn State		1	496	
Wetters		Inter-State Exchange Club	CO	0		
Upp	Instructor	Purdue Extension	ID	0		
P. LeCureux	Rudy presented information on the food issues	North Dakota State U	ND	3	1677.3	
P. LeCureux	Chris explained the role of 21st Century Alliance	21st Century Alliance	KS	3	1677.3	
P. LeCureux	Invited me to speak at their agent training session	U of Wisconsin	WI	1	559.1	
P. LeCureux	Zak represents FarmConnect producer Alliance in our discussions with dry bean food processors	Farm Connect	MN	1	559.1	
Donnell	Speaker for winter program	Indiana Christmas Tree Association	IN	0		
E. Pihlaja	Share FNP programming ideas and resources	U-W Extension	WI	0		
E. Pihlaja	Share FNP Programming ideas and resources	U-W Extension	WI	0		
W Norman	Speaker	ARS - USDA	WV	0		

vis	co-facilitating Workshops. Ronnie is a Community Development Educator in the UW system, we share information and practices and during the Month of November of Last year co-facilitated a workshop on Urban initiatives together	University of Wisconsin	WI	3	1076.88
ord		Huron Behavioral Health		0	
ord		Professional Counseling Center		0	
ord		Thumb Area Big Brothers/Big Sisters		0	
rdin	pilot their curriculum	NCSU Extension	NC	1	219.36
trefling	Presented research on 3 years of seed corn diseases.	Purdue University	IN	0	
trefling	Presented information on irrigation scheduling.	Purdue University Extension, Indiana Clean Water	IN	0	
C. Caszatt	Worked with Rita to plan and develop concurrent session for NEAFCS Conference	Rutgers University	NJ	0	
C. Caszatt	Worked with Janice to involve her as a resource for the concurrent session	University of California, CES	CA	0	
Bellows	Co-facilitator	AACFS		0	
J. Kaercher	Teacher and collaborator	Purdue University	IN	10	3800.8
J. Kaercher	Teacher and collaborator	Purdue University	IN	5	1900.4
D. Erdman	Worked with UWE on local programming issues	UW-extension	WI	0	
D. Erdman	Instructor, for multi state students	MDNR/Wells Park	MD	0	
Schira	Conference participation is split between MI and WI so half of everyone's effort is going to participation from another state.			0	
Score	Coordinator	OSU	OH	0	
Collins	Presented a research class at this conference	Extension (nation wide)	CO	0	
Mirjana S. Bulatovic	Coordinator of the program at MSU	University of Hort. and Food Industry, Hungary			0

Lucy L. Kipling	Lead chaperone for 4-H Labo exchange	Luce Co MSUE	MI	0	
Patricia Norris	Land Use		IL, IN, OH, WI	0	
Gregory H. Vuylsteke	MEMBERS OF THE PILD 2001 committee	ANREP,FCS, 4-H, AG, EPS.		0	
Rebecca E. Finneran	Instructor	Professional	IL	0	
Edward M. Hodupp	MSUE Representative	The Ohio State University	OH	4	1581
Edward M. Hodupp		Purdue University	IN	0	
Goldy	Presenter	NCSU	NC	0	
Goldy	Presenter	OSU	OH	0	
Goldy	Presenter	NCSU	NC	0	
Goldy	Presenter	OSU	OH	0	
Goldy	Presenter	Penn. State Univ.	PA	0	
Goldy	Presenter	Penn. State Univ.	PA	0	
Goldy	Presented information on methyl bromide alternatives	Univ. of Florida	FL	0	
Goldy	Presenter	Purdue University	IN	10	402
Goldy	Presenter	Private Consultant	IN	0	
Wald E. Kinnunen	Presented HACCP Baitfish Project results	Michigan Sea Grant Extension	WI	0	
Wald E. Kinnunen	Presented HACCP Baitfish Project results	Michigan Sea Grant Extension	IL	0	
Wald E. Kinnunen	Coordinated workshop	Michigan Sea Grant Extension	WI	0	
Wald E. Kinnunen	Coordinated Environmental Issues Session	Michigan Sea Grant Extension	KY	0	
Wald E. Kinnunen	Conducted session on Aquatic Nuisance Species-HACCP	Michigan Sea Grant Extension	IA	0	
Wald E. Kinnunen	Conducted session on Aquatic Nuisance Species-HACCP	Michigan Sea Grant Extension	WI	0	
Wald E. Kinnunen	Wisconsin Bait Fish representatives present at session	Michigan Sea Grant Extension	WI	0	
Wald E. Kinnunen	Taught sessions on changes in Lake Superior water levels.	Michigan Sea Grant Extension	MN	0	
Wald E. Kinnunen	Taught sessions on changes in Lake Superior water levels.	Michigan Sea Grant Extension	WI	0	

ald E. Kinnunen	Taught sessions on changes in Lake Superior water levels. Also had participants from Ontario and Finland.	Michigan Sea Grant Extension		0
ald E. Kinnunen	Taught session on aquatic nuisance species.	Michigan Sea Grant Extension	WI	0
ald E. Kinnunen	Taught session on aquatic nuisance species.	Michigan Sea Grant Extension	MN	0
ald E. Kinnunen	Taught session on aquatic nuisance species.	Michigan Sea Grant Extension	NE	0
ald E. Kinnunen	Set up Sea Grant Aquatic Nuisance Species Display and fielded questions from public on this topic.	U.S. Forest Service	WI	0
ald E. Kinnunen	Conference host	Pennsylvania Sea Grant	PA	0
dra Risedorph		South Dakota State University		0
am Cook		Minnesota SAF		0
am Cook		Wisconsin SAF		0
am Cook		Forest Service		0
			Sal	19866
			Sal+fringe	26,124
			TOTAL:	40,440

g fringe at rate of 31.5%

ual was: Oct-Dec 30.5%; Jan-Jun 31.5%; Jul-Sept 33.8%