



Report of Accomplishments for FY 02

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SUMMARY OF IMPACTS

Sufficient evidence exists to credit the Oregon State University Extension Service with the following impacts during 2001:

- Twenty-nine Extension Agriculture programs produced **\$46,945,000 of economic benefit.**
- Every **\$1 invested** in Oregon's nutrition education program reduced future health care costs by **\$3.63.**
- 5,900 adult volunteers gave more than **\$16 million** worth of their time to help more than 79,200 4-H members develop **life skills** that will help them succeed as they become adults.
- 2,524 Master Gardeners volunteered 136,083 hours (68 FTEs) in providing educational services to Oregonians worth an estimated **\$2.02 million.**
- 277 Master Food Preservers volunteers in 15 counties donated 13,230 hours and made over 39,200 contacts through phone calls, workshops/demonstrations, and exhibits related to **food safety and quality.**
- 171 Master Recyclers made 8,986 educational contacts related to **waste prevention and recycling.**
- The Extension Sea Grant pilot Groundfish Disaster Outreach Program expanded to **\$1.75 million in disaster relief** to provide transition retraining for 161 individuals and families.
- Ninety five percent of the Hispanic students participating in the 4-H Web Wizards computer project graduated from high school compared to only 43% in the overall Hispanic population.
- Thirty-one Extension Agriculture Programs were given the highest index for their **positive environmental impacts.**

PLANNED PROGRAMS

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

Overview

The Oregon State University College of Agricultural Sciences has developed *Oregon Invests! : The Accountability -Database* at <http://oregoninvests.css.orst.edu/index.html>. The database contains detailed reports of 382 research and Extension projects and programs, most of which are integrated and multidisciplinary. Each project is evaluated for its economic, environmental, and social impacts. An explanation of the interpretation of economic evaluation is given at http://oregoninvests.css.orst.edu/htmls/info_profile.html including a PDF file "The Philosophy and Economic Methodology behind the Descriptions of Potential Consequences of Research Projects and Extension Programs."

The current economic impact of the 382 projects and programs is \$221,734,000 per year. One hundred and one Extension programs are included in the database.

Impact: Twenty-nine of these programs are producing \$46,945,000 of economic impact per year. For details of these projects visit <http://oregoninvests.css.orst.edu/index.html> and click in succession: Search the Database – Profile Search – Economic – View Economic Consequences to Oregon Agriculture – Limit to Extension Programs. **Clicking on a project title will produce a PDF file detailing the project.**

Source of Federal Funds – Smith-Lever 3b&c
Scope of Impact – Multistate Integrated Research and Extension
WA, ID, MT, NV, WY, CA

Key Theme: **Agricultural Profitability**

Stopping Soil Erosion and Improving Economic Returns in Oregon's Dryland Cropping Systems – Impact: \$3 million
Treasure Valley Pest Alert Network - Impact: \$2 million
Finding Optimum White Wheat Variety Combinations – Impact: \$1.5 million
Integrated Pest Management for Hazelnuts – Impact: \$1.4 million
Oregon Seed Certification Service – Impact: \$1.2 million
Extension Project in Oregon's Vegetable Crops – Impact: \$1 million
Cranberry Extension Program – Impact: \$1 Million
Research/Extension Program on Onions and Potatoes in the Treasure Valley – Impact: \$1 million
Integrated Fruit Production – Impact: \$800,000
Crop Profitability Analysis Microcomputer Program – Impact: \$700,000
An Intensive Extension Campaign to Improve Irrigation Management in Oregon

Winter Wheat Variety Mixtures to Stabilize Yield – Impact: \$500,000
Developing Sustainable Field Cropping Systems in Semiarid Eastern Oregon
Wheat Varieties with Improved Disease Resistance, Stress Tolerance, and End-
Use Properties – Impact: \$18,000,000
Management Systems for Fresh and Processing Cherries
Klamath Assessment Project (Impacts of the Irrigation Shutoff in 2001)
Viticulture Extension
Breeding and Testing Vegetables for Processing, Fresh Market, and Home Garden
– Impact: \$2,000,000
Solving Tree Disorders for and Extending Results to the Oregon Nursery Industry
Blueberry Variety Trials for Production in Plastic Tunnels – Future Impact:
\$300,000
Highbush Blueberry Extension Program – Future Impact: \$1,350,000
Oregon Highbush Blueberry Industry Field Survey

Key Theme: **Animal Production Efficiency**

Feedlot Trials – Impact: \$1 million
Timely Weaning of Beef Calves – Impact: \$1 million
Klamath Basin Neonatal Calf Mortality Project – Impact: \$1 million
Business Management for Oregon Dairies – Impact: \$700,000
Improving Economic Efficiency by Optimizing Beef Cattle Winter Feeding –
Impact: \$600,000

Key Theme: **Diversified/Alternative Agriculture**

IR-4 Field Trials for Minor Crops – Impact: \$10 million
Enhancing the productivity of Meadowfoam as an Industrial and Edible Oilseed
Crop

Key Theme: **Grazing**

Sound Forage/Livestock Systems on Oregon’s Grazing lands – Impact: \$2 million

Key Theme: **Niche Market**

Producing Onions for Dehydration – Impact: \$1.8 million

Key Theme: **Plant Health**

OSU Foundation Potato Seed Program – Impact: \$5.6 million
Oregon Plant Diagnostic Clinic – Impact: \$3 million

Key Theme: **Plant Production Efficiency**

Statewide Grass seed Production Activity – Impact: \$3 million
Statewide Mint Production Activity – Impact: \$2 million

Key Theme: **Rangeland/ Pasture Management**

The Extension Livestock Program at Warm Springs – Impact: \$750,000

Key Theme: **Risk Management**

Pacific Northwest Risk Management Education Project – Impact: \$1 million
Safety Education in Oregon Food, Fiber, and Marine Industries – Impact: \$1 million

Key Theme: **Urban Gardening**

Oregon Master Gardener Program

Home gardening enthusiasts throughout the state can always get a friendly answer to their gardening questions thanks to the Extension Master Gardener program. In FY 02, the state's 2,524 active Master Gardeners shared their expertise with 153,401 contacts in 27 of Oregon's 36 counties, making it the most popular program in the OSU Extension Service. Key dimensions of the Master Gardener program include: Community Stewardship and Civic Outreach, Protecting and Enhancing the Environment, Youth Programs, and General Horticulture. Educational methods used include: a phone staff for answering horticulture related questions; questions and answer clinics; demonstration gardens; and gardening classes, seminars, workshops, and lectures.

Impact: Graduate Master Gardeners volunteered 136,083 hours (68 FTEs) to teach new classes, providing services to Oregonians worth an estimated \$2.02 million in FY 02.

Key Theme: **Small Farm Viability**

Mid-Columbia and Willamette Valley Small Farms & Acreage Program

Extension educators from Oregon State University and Washington State University are cooperating in the delivery of 1) regional educational workshops, clinics, and conferences, 2) a regional bimonthly newsletter, and 3) a small-farm web site. All three provide research-based information to help small-acreage farmers improve management of their operations.

Outcome: Online at <http://extension.orst.edu/wasco/smallfarms/listings.html> and at <http://smallfarms.oregonstate.edu/>

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate, WA

Key Theme: **Diversified/Alternative Agriculture**

Enhancing Farm Income Through Renewable Energy Generation

Wheat growers in the Columbia Valley are looking closely at wind-generated electrical power as a way to enhance farm incomes. The additional income is needed to provide more stability to the area's agriculture-based economy and may help stabilize the farm population in the area. Farmers/landowners who choose to enter contracts with developers to establish long-term land leases for siting wind turbines could enjoy

additional monthly income of \$1,000-2,000 for each tower on their land.

Outcomes: 130 people participated in a *Wind Power Leasing* workshop. Extension worked with the Regional Economic Development Council to expedite the permit process of a 25-megawatt project in Sherman County.

Impact: Two 25-megawatt wind power projects are being constructed in Sherman County (50 towers), which will provide landowners with an additional \$900,000 per year of income. A 60-80-tower project is planned for Gilliam County, with more being planned for Wasco County.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate, WA

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

Overview:

Food safety education continues to be needed in Oregon. Both safe food handling and safe food preservation techniques were emphasized in 2002. Programming was conducted in counties with the Nutrition Education Program (NEP) (funded through OFNP and EFNEP) as well as in counties not supported by NEP funds. Extension Sea Grant conducted food safety programs for fishers and sea food processors.

There were at least 15,620 food safety/preservation contacts (15,325 adults and 295 youth). Audiences reached included WIC and other parents, Migrant Head Start, gleaners, and 4-H leaders.

Key Theme: **Food Safety**

Volunteer Food Safety/Preservation Contacts

Outcome: 277 Master Food Preserver volunteers in 15 counties donated 13,230 hours and made over 39,200 contacts through phone calls, workshops/demonstrations, exhibits and pressure gauge testing. (This included 6,120 food safety/preservation hotline contacts and 7,000 State Fair handwashing booth contacts.)

Master Food Preserver volunteers in Multnomah county reached Food Stamp eligible audiences at sites such as the Oregon Food Bank, Head Start, Teen Parent programs, community gardens, Workforce Training programs, and low income housing developments.

Food Safety/Preservation Hotline

Outcome: 6,121 callers were assisted by a statewide toll-free food safety/preservation hotline during three months of operation (July 15 to October 15.) Volunteers spent 560 hours staffing the hotline.

A sample of 92 callers (whose questions pertained to food safety) completed a follow-up survey. Almost all (96%) had used the information received; 75% had done something differently as a result (such as changing processing times for canned foods.) Seventy-six percent had shared the information with a mean of three people. Seventy-eight percent had recommended the hotline to someone else.

Biotechnology Education

Outcomes: 476 Family and Community Education group members in 12 counties reported an increase in knowledge awareness about foods that are produced using biotechnology, pros and cons of food biotechnology, agencies that safeguard foods produced using biotechnology, and biotechnology legislation in Oregon. Of these, 31%

had attended FCD faculty-taught presentations and 69% had attended volunteer-taught lessons.

Before the lesson, the following were done regularly by participants: 18% stayed abreast of biotechnology issues in the news; 9% discussed biotechnology pros and cons with others; 9% tracked legislation related to biotechnology.

After the lesson, 74% planned to regularly stay abreast of biotechnology, 55% planned to discuss biotechnology, and 60% planned to track legislation. Chi-square analysis showed that each of these were significant changes.

The lesson was taught prior to the November, 2002 election that included Ballot Measure 27 on labeling genetically engineered foods. In open-ended comments, 16 (3%) reported that the lesson would prompt greater awareness of/involvement in public policy (paying more attention to legislation, voting, writing legislators, affiliating with advocacy groups). Five respondents indicated an intention to use organic foods (to avoid genetically engineered foods.)

Handwashing Education

Outcome: More than 7,000 adults and 1,435 children/youth in 5 counties learned about the importance of handwashing.

Marion county again supported a handwashing booth next to the petting zoo at the Oregon State Fair in collaboration with the county health department. Approximately 40,000 fair goers passed through (7,000 of whom were reached by Master Food Preserver volunteers.) Awareness had been heightened by a recent E. coli O157:H7 at the Lane county fair. Children and youth were reached in elementary school classrooms and at a health/safety fair.

In Klamath, Umatilla county, and Tillamook counties, over 1,150 children were reached in elementary school classrooms. In Grant county, 289 youth were reached at a health/safety fair.

Queso Fresco Education

Outcome: More than 129 Hispanics in three counties (Linn, Polk, Marion) learned how to make queso fresco (soft Mexican style cheese) safely.

Food Safety Resource Materials

Outcome: Food safety education materials were developed to support county programming.

- A series of three STOP GERMS easy-to-read publications were developed:
 - EC 1551 Wash Your Hands
 - EC 1552 Kitchen Clean-up
 - EC 1553 Kitchen Mistakes
- “Freezing Convenience Foods” (PNW 296) and “Harvesting, Handling, and Storing Nuts from the Home Orchard” (FS 146) were revised.

- The “Baby Jake Gets an Indian Name” food safety education board game and classroom curriculum for Native Americans (partially funded by a U.S.D.A. grant) were finalized. Copies were sent to food safety contacts in all states.

Food Safety Staff/Volunteer Education

Outcome: 176 faculty, staff and volunteers were updated on food safety.

Teaching seafood processors to cope with new regulations

OSU Extension Sea Grant seafood specialists led the way to help seafood processors comply with new and complex FDA regulations for processing safe seafood. ESG has written and shared model processing plans online at <http://seagrant.orst.edu/sgpubs/onlinepubs.html#haccp> for common Pacific Northwest seafood products from shrimp and oysters to smoked fish. Seafood processors can now use the model plans as guidelines for creating their own processing plans.

Outcome – Nearly 2,400 seafood processors and others download seafood publications off the website each month

Outcome – The ESG specialist responds to an average of 10 inquires each month from seafood processors and industry leaders regarding problem solving to help them comply with food safety regulations.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate Integrated Research and Extension
WA, CA, AK

Food Safety Projects listed in *Oregon Invests!*

For details of these projects visit <<http://oregoninvests.css.orst.edu/index.html>> and click in succession: Search the Database – Profile Search – and search by the title listed below:

- Electrolytic Deposition of Antimicrobial Proteins onto Food Contact Surfaces
- Potential E. Coli and Salmonellae Contamination of Fresh Berries

Goal 3: A healthy, well-nourished population.

Key Theme: **Human Health**

Overview

Diet, nutrition and health continued to be a cornerstone of Family and Community Development programming in 2002. Programming was conducted in counties with the Nutrition Education Program (NEP) (funded through OFNP and EFNEP) as well as in 9 counties that are not supported by NEP funds.

Nutrition Education Program

Program Goals:

NEP participants improve their nutrition knowledge, choose foods more wisely, plan and prepare healthy meals and handle food safely. Participants are more food secure: they are less likely to run out of food by the end of the month and they are linked to community resources to help their food needs. Parents also learn how to make better food choices for themselves and their families within a limited budget. Youth learn how to choose food wisely and about the importance of physical activity.

In 2002, the Nutrition Education Program of the Oregon State University Extension Service helped 19,578 people (adults and youth combined) In non-NEP programming, there were at least 3,200 contacts (2,990 adults and 210 youth.) Topics included childhood nutrition, healthy eating, nutrition and fitness, and reducing osteoporosis risk.

Audiences:

Audiences included at-risk youth, Latinos, Welfare-to-work, low income housing residents, older adults, those in transitional housing, pregnant, parenting teens, Russians, Food bank users, native Americans, recovering substance abusers, Head Start teachers, Pauite Tribal members, JOBS clients, and FCE members.

Outcomes:

- 223,740 program contacts reached people in 17 counties.
- 746 volunteers were trained
- Volunteers shared \$31,077 worth of their time to help Oregonians with low incomes eat healthier.

Diabetes Programming

Outcome: Over 2,635 persons participated in diabetes programming in at least seven counties.

Stretching Limited Resources

Learning skills such as comparing food prices, planning meals and using a grocery list can help available food resources go further.

Outcomes:

- Almost **8 in 10** (79%) of those providing evaluations managed their food resources better
- More than **1 in 3** (36%) of those providing evaluations don't run out of food by the end of the month

Children Get the Nourishment They Need

Feeding children breakfast helps them learn better. Children learn about nutrition and make better food choices when on their own.

Outcomes:

- Almost **1 in 3** (30%) of those providing evaluations of families now feed their children breakfast.
- More than **6 in 10** (61%) of those providing evaluations youth learned how to choose low-cost, nutritious foods.

Linking to Programs That Help

Not all those eligible for programs like Food Stamps or school meals participate in them. Staff helped link people to programs.

Outcomes:

- 176 families enrolled in 1 or more food assistance programs due to staff assistance
- 30,000 copies of a "Even \$10 in Food Stamps Can Make a Big Difference in Feeding Your Family" brochure, developed by a faculty member in Umatilla/Morrow counties, was distributed statewide. This outreach brochure helps those eligible for Food Stamps recognize how the minimum benefit of \$10 can help them feed their family. According to Oregon SAFENET, 5% of Medicare-related calls during August 2002 were from senior inquiring about how to "get their \$10 in Food Stamps."

Eating More Healthfully

Those with limited resources, especially parents of children, are eager to learn how to make the best food choices for themselves and their families.

Outcomes:

- Almost **9 in 10** (88%) of those providing evaluations made at least one improvement in their diet.
- Program participants eat **more fruits and vegetables**.
- Almost **8 in 10** (78%) of those youth providing evaluations now eat a variety of foods and **6 in 10** (61%) of those providing evaluations are better able to select low-cost, nutritious foods.
- In Multnomah County, there was a statistically significant ($p \leq .001$) difference in these youth behaviors comparing before to after: 1) drinking more than 4 glasses of water each day, 2) washing hands for more than 20 seconds every day, 3) putting leftovers like pizza or tacos in the refrigerator right away, 4) ability to name foods from each of the food groups, and 5) willingness to try new fruits and vegetables.

Youth Handle Food Safely and Share What They Learned at Home

Outcomes: More than **6 in 10** (65% of those youth providing evaluation improved food preparation and safety practices. Many youth report sharing what they learned with their family.

Selected participant statements:

- “I learned how to compare products that aren’t name brand to the name brands and there really isn’t a difference. That really helped me a lot, it saves me money.” – teen parent
- “Much more about cooking and nutrition than she knew before plus increased self-confidence in general.” – parent of youth
- “She has really enjoyed this class. It has really made her think about what she eats now.” – parent of youth
- “It gave my son confidence to come home and make a snack that’s nutritious.” – parent of youth
- “He shared the recipes, magnets and cooking information as well as small samples of his bread. Thank you for this great program. It was free and at this time of year that was all we could afford.” – parent of youth
- “I’ve learned that we as parents influence our children’s food habits.” – parent
- “I learned you can buy a lot of food on a tight budget.” – parent
- “I learned how much fat is in different foods I ate. Before, I ate Burger King and Taco Bell and now I eat more vegetables.” – parent
- “I’ve learned that fresh vegetables and fruits are not too costly if meals are planned right.” – parent

Source of Federal Funds – Smith-Lever 3b,c&d

Scope of Impact – State Specific

Goal 4: Greater harmony between agriculture and the environment.

Overview:

The ***Oregon Invests!*** Database includes an environmental index for each research and extension project and program. To access programs with high environmental impacts visit <<http://oregoninvests.css.orst.edu/>> and click in succession: Search the Database – Profile Search – Environmental. **Clicking on a project title will produce a PDF file detailing the project.**

Impacts: The Extension programs with the highest environmental impact indexes include:

- Building a Multi-Tactic Pheromone-Based Pest Management System in Western Orchards
- Impact of Manure Application Timing on the Migration of Nitrates in Groundwater
- Riparian Plant Community Reestablishment
- Enhancing Farm Income Through Renewable Energy Generation
- Wise Manure Management for Oregon Dairies
- Small Acreage Horse Farms Adopt Practices to Improve Water Quality
- Collaborative, Integrated, Electronic, and Systems-Oriented Learning
- Extension Water Quality
- Rangeland Resources Extension
- Extension Sea Grant Marine Education Program
- Integrated Fruit Production Education Program
- Watershed Management
- Stopping Soil Erosion, improving Economic Returns in Oregon's Dryland Cropping System
- Wallowa County Nez Perce Tribe Salmon Habitat recovery Plan and Multi-Species Habitat Strategy
- An Area-Wide Pome Fruit Pest Management Program for Pear in Southern Oregon
- Sound Forage/Livestock Systems on Oregon's Grazing Lands
- Whale Behavior and Habitat Assessment from Satellite-Monitored Radio Tags
- Mobile Solar-Powered Livestock Management
- Forage information System on the World Wide Web
- The Pacific Northwest Plant Disease Management Handbook
- A web-based System of Phenology Models to Improve Crop and Pest Management
- Extended Education in Berry Crops
- Integrated Pest Management in Hazelnut Production
- Mid-Columbia Small Farms & Acreage Program
- Assessing the Phosphorus Balance in Oregon's Dairies

- Developing Methods and Tools for Watershed Restoration in the Willamette Basin
- Guidelines for Optimum Irrigation Management
- “Nurse” Crops for Erosion Control in Newly-Planted Grass Seed Fields
- Managing Nitrogen to Protect Groundwater Quality
- Reducing Herbicide Drift in the Walla Walla Valley
- An Education Program about Reusing Water from Food Processing
- Western Integrated Nutrient Management Education Project
- Goats and Herbicides for Leafy Spurge Control
- The Relationship between Riparian Conditions and Invertebrate Food Resources for Salmon
- Biological Control of Weeds
- Biology and Biological Control of Insects
- Integrated Pest Management in Grass Seed Production
- Database of IPM Resources
- An On-line Decision Support System for Integrated Codling Moth Management
- Effects of Agricultural Land Use on Native Fish in the Willamette River Basin
- Watershed Stewardship Educational Program for the Portland Metro Area
- Aquatic Invasive Species Education Program
- Riparian Plant Community Reestablishment
- Alternate Orchard Floor Management Systems to Evaluate Soil Quality and Nitrogen Uptake
- Ecology and Restoration of Southwestern Oregon Foothill Rangelands

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multi-state Integrated Research and Extension

The Extension Forestry program emphasizes productive, well-managed woodlands and intelligent use of forest products

Extension’s Forestry program has grown over the past 25 years both in educational delivery capacity and in the breadth of its program content. Educational programs are focused on three strategic program delivery goals that drive allocation of resources and associated development of projects. They are to:

- Improve the competitiveness of forestry and forest product enterprises. The forest products and services sector will continue to be an important economic force in the state’s economy and can be strengthened through educational programs that focus on industry performance.
- Engage the public in constructive dialogue about the future of Oregon’s forest resources. Issue-based education may help overcome the tendency for an urbanized society to grow disconnected from its relationship to natural resources.

- Enhance stewardship and sustainability, increase skills, learning capacity and leadership development among client group members to help them implement more informed and effective management practices.

While somewhat variable by year, the Extension Forestry program typically provides about 375 organized educational events and reaches nearly 200,000 educational contacts through newsletters, satellite conferences and broadcast of low-power radio messages at strategic locations.

Extension Sea Grant helps people understand, rationally use, and conserve marine and coastal resources

OSU Extension Sea Grant (ESG) works to improve the lives and livelihoods of Oregonians on the coast and throughout the state. Faculty are located on the OSU campus, at the Hatfield Marine Science Center in Newport, along the Columbia River, in metro Portland, in the Willamette Valley and in communities along Oregon's 296-mile coast. Extension Sea Grant staff forge community connections, conduct applied research, disperse research-based information and form collaborative partnerships with other coastal agencies and organizations such as the National Oceanic and Atmospheric Administration, the Governor's Natural Resource Office, the Oregon Watershed Enhancement Board and related state agencies. ESG also partners with faculty in the OSU colleges of Forestry, Oceanography, Agricultural Sciences, Liberal Arts, Business and more.

Key Theme: **Water Quality**

Enhancing water quality/protecting water resources

OSU Extension conducts a broad array of water-quality education efforts. They include educating homeowners and school children about protecting water quality, educating dairy farmers about managing their non-point source pollution and educating range users about protecting riparian areas.

Improved well water quality begins with education

OSU Extension offers well water quality education programs to encourage homeowners with wells to better protect their water supplies. In Lane County, Extension education programs have helped rural homeowners understand the relationship between nutrient application rates and the nitrate level in their wells.

Marine education gives teachers and students real-world lessons

Extension Sea Grant sponsors coursework and ongoing field experience for teachers and students on monitoring water quality in rivers and estuaries. Schoolteachers annually take ESG summer workshops. They then use this coursework in on-site classes taught to public school students each year through school programs at the OSU Hatfield Marine Visitor Center. This is in addition to the 12,000 students of the northwest who took part

in intensive labs, workshops and field work in subjects including oceanography, climate, ocean habitats, water quality, marine animal identification and coastal processes.

Outcome – 200 teachers reach 10,000 teaching them in depth marine education based on current scientific facts and research

Outcome – 42 Oregon and 1 California schools actively have students participate in a stream monitoring project where students learn about the importance of healthy streams and the populations of the creatures they support.

Impact -- In several instances, communities have used the results of their on-stream testing to make improvements or be alerted to potential problems. The collected data is downloaded to a website and in some cases the data collected by the students is the only data available and is valued by government agencies.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – State Specific Oregon, California, NW region

Appropriate livestock management is compatible with water quality

Extension workshops, seminars and field days around the state have helped livestock producers manage their upland and streamside habitats for increased livestock productivity and higher water quality objectives through improved vegetation management. Livestock producers learn pasture renovation and riparian management techniques that are compatible with livestock production and water quality.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate Integrated research and Extension
WA, ID, MT, NV, WY, CA

Key Theme: Integrated Pest Management

Integrated Pest Management (IPM)

IPM is integrated throughout OSU's Extension Agriculture program, including publishing the well-used PNW Insect, Weed and Plant Disease Pest Management handbooks. The IPM approach to crop production utilizes a wide range of methods for managing crop pests. Environmental impacts as well as costs and benefits are considered.

OSU Plant Clinic

The Oregon State University Plant Clinic is a diagnostic facility housed in the Department of Botany and Plant Pathology. Its mission is educational. Clients are helped to recognize the nature of the plant problem (diagnosis) and manage the disease or disorder using proper control methods, including cultural, biological, and chemical

measures. Emphasis is on prevention of problems by proper management.

>

> Outcomes: 1045 samples were received and examined in 2002. 39% of the samples had disorders caused by fungi. Growers submitted 38% of the samples, consultants submitted 26%, Extension faculty - 16%, Landscaper/Arborists - 8%, researchers - 6%, home gardeners and others - 5%. 8 unusual or new diseases were detected and identified.

Insect Identification Clinic

Insect and related invertebrate identification, including damage diagnosis, is the primary activity of the Clinic. A reference collection is maintained and enhanced, fact sheets are prepared and updated, and training classes and lectures are given. Education activities include Museum Days and Bugs Alive (a small insect zoo).

Outcomes: 600 specimens were identified. A web site developed for grass seed insects is available online at <http://www.ent3.orst.edu/smartkey/>. 4000 primary students, parents and the public participated in Museum Days. Bugs Alive was exhibited in the Salem and Corvallis areas.

Reducing chemical use while increasing tree fruit production

Nearly 70 percent of the cherry producers in Wasco County are now using Extension's Integrated Fruit Production (IFP) Program, a holistic approach to the economical production of high-quality fruit. These widely adopted methods give priority to environmentally safe methods.

Impact: IFP has resulted in nearly a 50 percent reduction in fertilizer use, better calibration of sprayers, expanded monitoring of crop conditions and pests, and more extensive use of low-impact pest control.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate Integrated Research and Extension
WA, ID

Key Theme: **Air Quality**

Grass seed production with reduced environmental impacts

OSU research and Extension programs have developed ways to help grass seed growers reduce their dependence on field burning after harvest for field sanitation. Now OSU researchers and Extension agents are helping make grass seed production practices more cost effective, profitable and environmentally protective. A Web site for grass seed growers, provides timely information 24 hours a day online at <http://www.css.orst.edu/seed-ext/>

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate Integrated Research and Extension, WA

Key Theme: **Forest Resource Management**

Markets for Forest Products

Oregon's family forestland owners need more complete market information, need to understand infrastructure gaps, and need to understand opportunities for developing new infrastructure. We have created a wood processing mill database; are developing a list of portable sawmill owners that can be defined as "commercial"; have created a web site that contains the database and continues to develop the database – especially with respect to small, portable mills. We will continue to assess supply and complete market research with mills processing large logs.

Forestry in Oregon Publication

We have developed the concept and outline for a color publication describing Oregon's forests, the management activities and practices common throughout the state, the issues local landowners are dealing with, and the industries and manufacturing common in the region. The purpose of the publication would be to tell the story of forestry and forestland management throughout the state. The writing of individual sections of the publication will be begun in the coming year and it should be completed and published within two years.

Wild Fire in Oregon's Forests

A major educational effort helped Oregonians understand the causes of catastrophic wild fires and how we can manage our forests to prevent them. During 2002's worst fire season on record, a total of nearly 100,000 acres of state and private forestland was burned in Oregon, 6 times the average for the past 10 years. Proper forest management can reduce the impacts and acreage of these wild fires. Extension foresters led a team of scientists to develop a book titled: *Fire in Oregon's Forests: Risks, Effects, and Treatment Options – A synthesis of current issues and scientific literature*. The results of this scientific review were presented at a major conference. A popular magazine-style piece was also produced and thousands of copies were distributed statewide.

Outcome – 225 foresters, land owners, and policy makers attended the scientific conference.

Tree School Serves a Diverse Audience

Tree School is a one-day mini-school for woodland owners, professional foresters, Christmas tree growers, teachers, and the public. It originated in Clackamas County and was first delivered in 1991. The purpose of the event is to bring together a wide array of subject topics to appeal to the large and diverse interests of the audience. Tree School is an annual event that has grown steadily since its beginning with 16 classes and 125 attendees. An additional Tree School for Southwest Oregon was held in 2002 in Roseburg.

Outcome – Over 600 participants choose from 68 classes at the 2 Tree Schools in 2002. 30 commercial vendors and educational organizations provide products, services and information to attendees.

GREAT Model

Woodland owners considering selling timber from their lands are finding technical help through the Grass Roots Economic Analysis Tool, known as the GREAT Model. With the aid of a computer model, woodland owners can create a forest management plan tailored especially to their particular circumstances. This specialized information is designed to help them customize their decisions about where, when, how much and how to harvest from their lands. The model was completed this past year. After extensive testing, it has been published by Extension and Experiment Station Communications. Training programs for woodland owners and forestry consultants have begun and will be continued in the coming year.

Outcome – 25 Woodland owners, forestry consultants, service foresters and Extension Agents were trained in two regional workshops.

Resource Management Planning Program

Extension Forestry continues to aid forest owners through the Resource Management Planning program, which is designed to enhance the management planning skills of woodland owners and thereby improve the management of family forestlands in Oregon. To achieve this a statewide curriculum has been developed. The curriculum was distributed to Forestry Agents and regional workshops are being planned for the coming year.

Outcome – 12 Extension Agents attended a 2-day Train-the-Trainers training on the new curriculum. – 14 Landowners were intensively coached in two county workshops to develop stewardship plans for their properties.

Master Woodland Manager Program

The Master Woodland Manager program is designed to use advanced level forest landowner education as an incentive to attract experienced forest landowners for volunteer work that stimulates additional forest management. Trained volunteers use the information received to increase their personal level of forest stewardship, assist other small woodland owners in practicing sound land stewardship and participate in research and educational programs of OSU Forestry Extension. In the 18-year life of the program, over 300 volunteers have been trained. Trainings are scheduled in 2 additional counties next year.

Outcome – 22 volunteers received training in Marion/Polk/Yamhill Counties.

Attacking a spreading forest disease

Swiss Needle Cast, a potentially devastating fungal disease, has spread to over 300,000 acres of Douglas-fir trees in Oregon and is having immense economic impact on the forest industry. Extension forestry specialists and field faculty are delivering educational programs on recognition and control measures for the disease. Through a Cooperative Research and Outreach Project, Extension forestry experts are also developing new strategies to combat the outbreak.

Outcome – 400 foresters and landowners attended 15 different presentations & workshops

Project Learning Tree

The Oregon Forestry Education Program (OFEP) is the Oregon sponsor of Project Learning Tree (PLT), an international environmental education curriculum. The OFEP office coordinates all aspects of delivering PLT and associated forestry education workshops. The workshops train K-8 and secondary educators to deliver the PLT curriculum to their students. OFEP also helps coordinate the Project WILD workshops in Oregon and will be taking over Oregon Forest Institute for Teachers (OFIT). A major emphasis in this year's workshops was Fire in Oregon's Forests.

Outcome – 1025 teachers were trained and then delivered PLT and related curricula to over 25,000 students

Key Theme: Wildlife Management

Expanding watershed health

The Watershed Stewardship Education Program (WSEP), is collaboratively delivered by the Extension Agriculture, Sea Grant, and Forestry programs. This educational program is for landowners, watershed council members and others who wish to understand and improve the operation of their watershed and of their watershed council itself. WSEP comprises eight modules: Watershed Processes, Stream Ecology, Evaluation and Reduction of Upland Erosion, Riparian Area Function and Management, Evaluating and Improving Fish Habitat, Wetland/Estuary Evaluation and Enhancement, Working Together to Create Successful Groups, Water Quality monitoring. By completing the WSEP program and a 30-hour watershed evaluation or enhancement project, participants become Master Watershed Stewards. Advanced modules of WSEP are being developed for Road Assessment and Restoration and Riparian Tree Planting.

Outcomes – Twelve programs were delivered in 2002. More than 288 individuals have participated with 144 completing all 8 workshops and beginning a project to be recognized as a Master Watershed Steward. In addition 105 projects by Master Watershed Stewards graduating in 2001 were completed this year.

Master Recycler volunteers work to reduce solid waste

The Master Recycler Program is a community education project focusing on waste reduction and recycling. Interested volunteers receive at least thirty hours of training in solid waste issues. In return for their training they volunteer at least thirty hours in community education activities. Monthly continuing education and follow-up meetings are provided. Master Recyclers are active at farmer's markets, hazardous waste roundups, school classes and events, fairs and community events, cleanup events, and composting demonstrations. 181 volunteers are active Master Recyclers..

Outcome: During FY02, program graduate volunteers made 8986 education contacts, volunteered more than 1000 hours, and reached an additional 2700 clients through newsletters and newspaper columns. There were 325 website hits.

Source of Federal Funds - Smith-Lever 3b&c

Scope of Impact - Integrated Research and Extension

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

Overview:

4-H Youth Development programs bring the university to youth

4-H programs have benefited the citizens of Oregon for nearly 100 years. There have been many changes over the years, yet Oregon 4-H is still basically about helping youth develop life skills that will make them productive members of society. Even so, 4-H has changed in some dramatic ways. Last year, 63 percent of 4-H members came from urban areas, while only 11 percent came from farms and another 25 percent from towns of fewer than 10,000. About 32 percent of 4-H participants were in kindergarten through third grade, but the biggest percent is still from the 4th through 6th grade at 37 percent. Environmental Education and Nutrition Education are now the largest projects with 25 and 34 percent respectively. Plants and Animals have 14% of the enrollment while Science and Technology make up 11%. All other projects combined make up the other 16% of the projects. Oregon 4-H youth participated in over 215,000 projects in 2002.

The Family and Community Development program encourages families and communities to be nurturing and caring

Extension's Family and Community Development program has evolved in recent years to encompass contemporary issues of individuals and families such as parenting, financial management, teen pregnancy, low-income nutrition, childcare and the elderly. Interdisciplinary educational programs are conducted throughout the state in partnership with communities. Extension faculty on campus and in each Oregon county develop programs for individuals and families in communities based on the local needs and opportunities. The goal of the program is to strengthen the capacity of families to:

- Create and manage resources
- Maintain overall health and wellness
- Partner with others in building caring and safe communities

Key Theme: **Youth Development/4-H**

4-H volunteers make a big contribution

Impact - Over 5,900 adult volunteers give their time to serve as teachers, coaches, mentors, counselors and friends to Oregon 4-H members. During the year, they shared more than \$16 million worth of their time to help more than 79,200 4-H members develop life skills that will help them succeed as they become adults.

Oregon Focuses on Leader Development

Every county has a minimum of two hours of training, with some counties requiring up to 8 hours for all new 4-H leaders. Topics vary, but most counties include information on risk management, required paperwork, where to find resources and starting this past year child protection issues became a required part of training. In addition to the training for new leaders, opportunities are available for ongoing leaders to gain new skills (i.e., how to work with youth displaying challenging behaviors and how to take on middle management roles).

For the 2000-2001 4-H year 5928 adults were involved as 4-H leaders in Oregon. The demographics of Oregon's 4-H leaders include:

- 80% female/20% male
- 4% minority
- 4% are identified as being involved in middle management roles
- Adult volunteers are from all locations in Oregon - farms, rural, urban, cities

In addition to new leader training being conducted in all counties, these specific expansion efforts highlight some of the new efforts.

1. Umatilla County developed a targeted program to increase the numbers of leaders for the clothing and foods projects.
2. Curry County developed a program to recruit and utilize short term volunteers to make up for the shortage of other volunteers.

Outcomes: In Umatilla County 45 leaders received updated material for the foods and clothing programs. Over 80 junior members and leaders received project specific training. In Curry County, seven new short term volunteers joined five existing leaders to provide a horticulture school enrichment program for 48 students.

Learning today to lead tomorrow

Older youth have many opportunities to learn and practice their leadership skills through 4-H. Each summer, many teens serve as camp counselors, helping younger children enjoy the outdoors or leading them in a variety of educational and recreational activities at camps and conferences. The older youth get to be the campers at such programs as the Know Your State Government conference in Salem and the 4-H Summer Conference at OSU. In 2002, 230 youth participated in leadership and skill building workshops at Oregon State University; 56 attended Know Your State Government to participate in mock legislative sessions in the State Senate chambers; and 35 became state 4-H ambassadors or state youth council members.

4-H Survivor Camp teaches Life Skills

Now in its third year, the *4-H Survivor Camp* is a weekend program for youth in 9-12th grade that provides real-life opportunities for youth to experience the different aspects of

living on one's own. The program takes place in a rural setting, beginning on Friday night and ending Sunday afternoon. The program takes its name from the popular TV show "Survivor" and follows a similar process of learning how to survive. The harsh realities of the TV show, like surviving arid deserts and wild animals, are replaced by the harsh realities of independence including living on a paycheck, applying for a job, finding a roommate, keeping a budget, and hooking up utilities. Real life situations are used including finding an "apartment" (a room in the retreat lodge), and determining if the apartment is affordable based on the person's income (how to interpret a paycheck). Those who find themselves strapped for cash search the classified ads for a better paying job, or look for a roommate to help with expenses. Those who choose to apply for a new job complete a job application and go through an interview with a real business owner. The participants prepare the meals after receiving instruction on nutritious and low-cost food preparation. In keeping with the theme of the TV show, there are camp bonfires that serve as the "Tribal Council," a time and place for participants to come together to reflect on their accomplishments as well as the real struggles involved with living on one's own.

Outcomes - Evaluation of *4-H Survivor Camp* focused on an assessment of participant learning. A retrospective post-then-pre assessment on the learning outcomes was conducted. A paired "t" test was used to analyze changes in mean scores on each of the program outcomes. The scale was 1 – 5, with 5 being high. Participants reported significant changes in their level of knowledge in the following areas as a result of attending *4-H Survivor Camp*:

- How to rent an apartment: increased from 3.05 to a 4.23
- What comprises a budget: increased from 2.82 to a 4.18
- How to deal with unexpected events: increased from 2.55 to a 4.09
-
- Overall effectiveness of the camp program was rated at 4.17

4-H Wildlife Stewards partner with local schools

In 2002, the 4-H natural resource program increased by almost 50% to reach over 51,400 students. By far the most successful single program is the 4-H Wildlife Stewards Program. This is a master volunteer program that is designed to function throughout the school year through a partnership between the 4-H Youth Development Program, the local school, and trained volunteers. Each Wildlife Steward Master Volunteer receives at least 24 hours of training, and gives back at least 50 hours per year for two years to a local school. In 2002 the number of counties and schools participating increased because of a National Science Foundation grant for \$748,000. In 2002 over 15,000 students from 54 schools participated in science based programs. Of the 224 master volunteers trained in the past seven years, 166 remain active today. They work with 170 teachers and numerous other school representatives and parents.

Outcome - Participating schools report an increase in opportunities for hands on learning, an overall increase in the diversity of play opportunities; a decrease in school ground violence, and an ecologically and aesthetically improved and chemical free landscape. The results of a rigorous evaluation will be reported in 2003.

Other Natural Resource Program Highlights

Much of the increase in interest in natural resource programs has been fueled by new curriculum. Over the past four years, the 4-H department has released new curriculums for the areas of aquatic education, geology, watershed education, and most recently environment and culture. The newest project, called “Of People and Fish” explores the cultural and scientific aspects of the salmon issues that have faced Oregon for the past decade. The introduction of all these new curricula and the corresponding leader training programs has increased interest and participation in 4-H natural resource projects.

Outcome - 51,425 youth participated in one or more natural resource educational programs in 2002. This represents an increase of 48.7 % over the previous year. Compared to less than 3,000 natural resource projects being taken in 1996, this is an even more significant accomplishment.

Science and Technology Programs

Outcome - 22,384 students participated in the 4-H Science and Technology projects in 2002.

One new example of **science and technology** programs is the Canby (Clackamas County) Science Enrichment Program .

Canby Science Enrichment Program

The Canby school district received a 21st Century grant, and requested the assistance of the Extension 4-H Program. A team of staff from the local Extension Office met with school personnel and developed a plan to deliver science activities and field trips that were appropriate for each age group. The program was designed for two age levels: K-3 and 4-8th grades.

The K-3 students activities were led by a former 4-H member and several current teen leaders. Youth participated in classes about animal science, plant science, performance arts, and cultural awareness. Their program included field trips to a state park, and the creation of a puppet show. The 4-8th grade students participated in educational programs that were linked to a field trip. Their lessons included the Incredible Egg with a field trip to Willamette Egg Farm; Forest Ecology with a trip to the Hopkins Memorial Tree Farm; Better Bones with a trip to the Clackamas Milk Plant, and Aquatic Ecology and Sport Fishing with a trip to a trout farm.

Outcomes - The K-3 students completed a “smiley face” evaluation at the end of four weeks, with 91% indicating they liked the program as a whole. For the 4th to 8th grade students a more comprehensive evaluation showed that every student reported learning something, during the four week course. The Canby school district has invited the

Extension 4-H program to repeat and expand the program next year, to specifically include more Hispanic youth.

Washington County Web Wizards

The Washington County CyberSeniors-CyberTeens program starts with the 4-H Web Wizards program. In Oregon, Intel provides funding and mentoring to help Latino youth succeed in school by learning basic computer skills and web page design. Now the 4-H teens are working with retired teacher volunteers and the CyberSeniors.org curriculum to teach veterans and senior citizens how to access and use the Internet.

Outcomes: Teens in the Washington County program acquire teaching skills and a sense of being valued by the community while veterans and seniors will be able to utilize technology to retain and/or regain their independence, dignity, purpose, health and community. The program has been conducted long enough that graduation rates for participating members can be determined. Ninetyfive percent of the participants in the program have completed high school compared to only 43% of Hispanics statewide.

The 4-H Web Wizards have received numerous awards over the past year, including the Congressional NetGeneration Youth Service Award, and National Association of Extension 4-H Agents awards for technology and diversity. Pedro Estrada, a member of the group was selected to participate in the AT&T Youth Leadership Program, and a delegation of Web Wizards was invited to meet with United States Treasurer Rosario Marin as part of a White House Conference on the educational needs of Hispanic Americans.

Reaching out to Oregon's fastest growing population

Hispanic youth and their families have a new friend in the 4-H Youth Development program. Participation in 4-H by Hispanic/Latino youth increased to more than parity (10.4 percent of 4-H participation compared to 9.4 percent of school age population) in the past year with 8,228 participants. In actual numbers, the 2002 enrollment is a 27% increase over the previous year. Special programs help these youth learn the value of staying in school by providing them after-school alternatives and teaching them how to use the latest technology.

Outreach programs included high tech web page design and videography programs in Washington County; cultural dance clubs in Morrow and Hood River Counties, soccer clubs in Morrow, Umatilla, and Hood River Counties; mentoring and after school programs in Multnomah and Marion Counties; new 4-H clubs in schools with high populations of students of color in Benton County; and Mother Daughter Program in Yamhill County. Morrow and Umatilla counties continued their Hispanic Youth Leadership Conference for the 12th year, and graduates now return to the conference to help spread a message of hope and encouragement to the high school students that attend the annual conference.

Outcome - In 2002, 8,228 Hispanic/Latino youth participated in 4-H programs that were specifically designed for their needs and interest. 170 Hispanic/Latino adults served as volunteers to help the youth in their communities with everything from high technology to cultural dance and soccer. This represents a 26% increase over the number of Hispanic/Latino volunteers serving the previous year.

320 teens participating in the Hispanic Youth Leadership Conference reported significant increases in their interest in school and future careers. 88% reported that the conference helped them understand the importance of finishing their education. 83% reported that they learned how they could become more involved in their school and community. Three former participants returned to serve as speakers. One was a college graduate, and the other two were currently enrolled in college.

The Yamhill County Mother Daughter program used an innovative “picture and reflection” technique. The evaluation showed that pre and post activity scores increased significantly. Content analysis related to the program objectives showed that significant learning took place in these areas: better communication increased from a mean score of 3.17 to a mean score of 4.78; positive role model scores increased from 1.86 to 4.33; enhanced self esteem increased from 2.98 to 4.79 and interest in further education increased from 2.14 to 4.32.

Source of Federal Funds - Smith-Lever 3b&c
Scope of Impact - State Specific

Key Theme: **Children, Youth and Families at Risk**

Children and Parenting

Extension faculty members provide high quality, research-based parenting education for families, sometimes as a series or as single workshops. One county Extension office serves as the Child Care Resource and Referral Center (CCR&R). Some County Extension offices distribute the age-paced newsletter series. In addition, many articles appear in newsletters, local newspapers, and on the radio. The Principles of Parenting curriculum was utilized in one county, and three faculty members collaborated to develop a new series. A new Emergency Preparedness curriculum with a family focus was developed and will be disseminated in 2003.

Outcomes:

- 2,281 participants were reached.
- One hundred fifty one educational programs were taught.
- 1,595 age-paced parenting newsletters and 1,433 Spanish newsletters about family health and nutrition issues were distributed in 2002.

Learner Outcomes	Educational Programs Delivered	Number of Participants
Provide high quality, research-based childcare provider training	28	721
<i>Teach multi-session parenting education series</i>	67	755
Increase knowledge of and access to quality child care	Referral	440
Provide Family and Children’s Fair with educational sessions for families and child care provided for children.	28	150
Increase knowledge of available services, and increase empathy among participants to families with young children with special needs	4	109
<i>Increase communication skills and learn cooperation in families (parents and children)</i>	6	57
Increase understanding of food cycle among kindergarten school children	4	80
Increase understanding of diversity in families	1	17
Coordinate county parenting education, increase awareness of parenting education opportunities, and teach parent education	3	23
<i>Develop and pilot parenting series for families with middle school children. Help children learn the skills they need to be home alone safely (a second series).</i>	3	79
Increase understanding among parents of values in families and learn disciplinary techniques.	1	8
<i>Learn how to work with challenging behaviors in youth in group settings</i>		180
Increase knowledge of child development and child safety issues through babysitting training.	6	102
Distribute age-paced newsletters to parents of new babies and toddlers.		1,595
Developed and distribute Spanish newsletters to families about health and nutrition issues.		1,433

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – State Specific

Key Theme: **Aging**

The OSU Extension Service is known statewide for its programming, publications, and conferences in aging. Collaborative relationships continue between OSU and OHSU, PSU, Legacy Caregivers, and Oregon Seniors and People with Disabilities.

Outcomes:

- We successfully obtained external funding from the Bureau of Health Professions and the Northwest Health Foundation.
- We worked with Legacy Caregivers to produce a Spanish and a Korean version of the OSU videotape, “The Dollmaker”.
- One County office produced a news column every week on aging issues, and a monthly newsletter mailed to 1,000 recipients.
- A County office hosts the lifespan respite care network. The revisions of several Extension PNW publications are in press, including *Aging parents: Helping when health fails* and *Making a decision about a nursing home*.
- A new publication, *Hiring and working successfully with in-home care providers*, PNW 547, was published in January, 2002. 1,365 copies of this PNW were sold in the first 4 months following publication.
- We provided the Oregon Seniors and People with Disabilities Division with 5,000 copies each of *Using medicines safely in later life* and *Hiring and working successfully with in-home care providers* for use at the Northwest Senior Expo in Portland in 2002. 1,931 participants were reached, and 130 educational sessions were offered.

Learner Outcomes	Educational Programs Delivered	Number of Participants
Increase knowledge of foot care in later life, including prevention of common foot conditions	32	527
Increase knowledge of health benefits of laughter	24	334
<i>Health care and social service professionals who work with older adults will gain knowledge and skills that will assist them in their professional duties.</i>	54	510

Increase knowledge of healthy aging	11	346
Increase knowledge of nutrition, food supplements, and the use of herbal remedies in later life.	1	120
Increase knowledge of and access to respite care	3 Referral	29 136
Increase knowledge of age-related changes that affect driving and strategies for working with older drivers	1	18
<i>Older adults will learn about health promotion and disease prevention in older adults who live alone.</i>	2	27
<i>Family caregivers will identify personal stress, learn to communicate in challenging situations, and learn to master caregiving decisions</i>	2	20

Source of Federal Funds – Smith-Lever 3b&c
Scope of Impact – State Specific

Key Theme: Family Resource Management and Leadership Training and Community Development

The OSU Extension Service is known statewide for its non-partisan programming, publications, and conferences in Family Resource Management. Extension faculty conducted programs in financial management education and awareness of poverty throughout Oregon. They reached a wide variety of audiences, such as agency staff, volunteers, and program participants in Head Start and Habitat for Humanities. Areas of concentration include financial education for limited resource families and older adults, and poverty awareness training for adults, youth, agency staff, and volunteers.

Extension faculty teach leadership skills, organizational development, and volunteer management classes to a wide variety of local, regional, and state agencies. The Family Community Leadership team assists potential renters gain the skills to be successful in renting, teaches communication and leadership skills to agency staff and community members, and provides leadership for a state institute that teaches leadership skills to participants.

Outcomes:

- Sixty-eight educational programs were offered in family resource management and for the learner outcomes.
- 1,943 participants were reached.

- In leadership, community development, and volunteer management, 4,337 participants were reached through the efforts of both Extension faculty and volunteers.

Learner Outcomes	Educational Programs Delivered	Number of Participants
<i>Increased knowledge of decision-making tools to transfer non-titled property</i>	2	63
Budgeting and financial management for limited resource families. Participants will gain budgeting information to help them achieve personal financial goals.	18	225
Participants will learn ways to develop plans for retirement savings and investments, helping them achieve financial security and independence.	5	128
<i>Increased awareness and understanding of families in poverty</i>	39	1,333
<i>Increased understanding of the barriers faced by prison inmates when they transition back to communities</i>	4	194
Increase knowledge of types of telemarketing and mail fraud.	4	53
<i>Learn, practice, and improve leadership skills</i>		2,560
<i>Learn and practice organizational community development and volunteer management skills.</i>		1,322
<i>Learn and utilize skills which can be used in public policy education</i>		455

Source of Federal Funds - Smith-Lever 3b&c

Scope of Impact – State Specific

Key Theme: Home Safety

Making the coast ready for earthquake, tsunami hazards

Because Oregon and the Pacific Northwest are vulnerable to earthquake and Tsunami hazards, the Extension Sea Grant program is cooperating with local, state, and federal agencies in the region to development measures to mitigation these hazards, particularly in coastal port and harbor communities. Pilot mitigation projects are being conducted with two coastal communities-Yaquina Bay, Oregon and Sinclair Inlet, Washington. With their help, a simple planning process and model mitigation measures are being developed that port and harbor communities in both states can adapt to their local situation.

Outcome - More than 150 local officials, community leaders, and university and agency technical advisors have participated in local community workshops. More than 120 peers have attended presentations about the program at four professional conferences/workshops.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – OR, WA Specific

Key Theme: **Workplace Safety**

Safer commercial fishing

Extension Sea Grant has a long history of working to reduce injury and loss of life on fishing vessels. ESG faculty designed and implemented the first commercial fishing vessel safety program to be certified by the U.S. Coast Guard. ESG delivered the program through a network of community colleges along the Oregon coast.

Outcome: Sea Grant had trained more than 900 commercial fishers.

Developing a first-of-its-kind safety program for charter skippers

Extension Sea Grant offered the first U.S. Coast Guard approved safety-training program for charter boat skippers in 2000. After the first class, skippers instituted a similar program for their own deck hands. Beginning in 2001, ESG saw a need to provide safety training to scientists, researchers and students who go to sea.

Impact – Documented instances of lives saved since the programs inception

Outcome -- 20 charter boat crewmembers and 200 researchers/scientists/students have learned how to increase safety on their vessels

Outcome – Nationally recognized and awarded program

Outcome - The Oregon Extension Sea Grant vessel safety program has served as a training model for local organizations such as Oregon Department of Fish and Wildlife, the Oregon Coast Aquarium, Oregon State University College of Oceanography, and others.

Outcome - The safety program continues to be adopted in other states. During 2001 Connecticut, Maine, and Massachusetts joined Alaska, Washington, Louisiana, and California in adopting the program.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – Multistate Extension

CT, ME, MA, AK, WA, LA, CA

Key Theme: **Tourism**

Sharing the wonders of the coastal environment

Educating school groups, teachers, local citizens and tourists about the coastal environment, marine animals and coastal processes, Extension Sea Grant faculty at the Hatfield Marine Science Visitor Center help to ensure continued wise use and conservation of this important natural resource.

Outcome – 200 teachers and 10,000 students learned of the wonders of the coastal environment

Outcome – 150,000 visitors view the exhibits and participate in Extension outreach educational activities at the Hatfield Marine Science Center

Key Theme: **Impact of Change on Rural Communities**

Helping fishing communities cope with change

Changing technology, markets and ocean conditions have resulted in ever more restrictive management requirements that are affecting the fishing industry, fishing families and coastal communities in many ways. OSU Extension Sea Grant agents helped organize meetings and conduct interviews and surveys to assess needs of fishing families in economic trouble. Initially ESG produced and distributed more than 20 no-charge publications addressing practical aspects of fishing family life.

In 2001 when the groundfish industry collapsed, ESG quickly responded with the Groundfish Disaster Outreach Program (GDOP). This ESG effort teamed community, coastal and government agencies in a coast-wide response to face the crisis.

Outcome – \$100,000 in grants initiated the first pilot GDOP. The pilot project and collaboration with the fishing community gained another \$1.75 million in disaster relief with the commitment of another \$1 million.

Outcome – The Heads-Up! Website received 15,000 hits.

Impact -- 161 individuals and families are specifically being helped with these funds (retraining, transitioning out of fishing, etc.). Over 500 others have been helped through other ESG efforts.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – State Specific

Management Goal: Agricultural Communications

Biotechnology Education Program

The OSU Extension Service bought out 0.5 FTE of a senior faculty member in the Department of Botany and Plant Pathology to conduct the Biotechnology Education program. The OSUES Program for the Analysis of Biotechnology Issues (PABI) became the third Extension biotechnology education program in the U.S.

Outcomes: The program is online at <http://osu.orst.edu/extension/pabi/>. An informational presentation was made to the Oregon House Agriculture Committee on Issues in Agricultural Biotechnology. Media contact included four television, five radio, and eight print media. A new course, *Issues in Agricultural and Natural Resource Biotechnology* is being taught. The faculty member has delivered three sponsored public lectures and workshops and has made 38 presentations on biotechnology and biotechnology issues, including the CAST Biotechnology Communicators Summit in St. Louis, the Leopold Fellow Training in Tucson, the American Phytopathological Society Meeting in Salt Lake City, and Food of the Future II program in Vancouver, BC. The faculty member is co-investigator of a USDA/IFAFS funded program, *Public Goods and University-Industry Relationships in Agricultural Biotechnology*, in the amount of \$2 million over three years.

Source of Federal Funds – Smith-Lever 3b&C

Impact – Integrated Extension, Research, and Academic Programs

Management Goal: Agricultural Communications

Seeing the Forest Art Show

The project developed an educational, traveling art show. The show was announced and received around 75 submissions, from which over 30 pieces of art were selected. This year the show had a theme exploring the link between consumer choices and the impact of forests. In addition to expressing this theme to the artists, and selecting art that illustrated parts of this theme, the steering committee developed a more extensive educational content than in previous years. This included a 3-d display illustrating per capita consumption of wood.

Outcome – Over 10,000 Oregonians viewed the show as it visited 6 Oregon communities including 2 months at the main OSU art gallery and 1 month at the State Capitol in Salem.

Teachers gain natural resource knowledge

An intensive week-long course on Oregon's forest resources for 24 teachers addressed misconceptions about clear-cutting, forest lands and wildlife habitat. In its fourth year, the program seeks to provide accurate information about Oregon's forestry programs. The teachers learned about the many ways that timber is removed from forests, how some

species of wildlife benefit from logging, and how many Oregon private landowners contribute to the state's forest resource base.

Outcome – 24 teachers, trained in 2002, will pass forestry information on to over 1,500 students.

Management Goal: Agricultural Communications

Forestry in the eye of the beholder

Individual points of view about forests are as different as the people who hold them. To some, forests are a resource to be wisely tapped. Others see forests as treasures to be preserved. Many others have opinions that lie between these opposite points of view. The third year of Oregon State University's Extension Forestry program, "Seeing the Forest," focused on planning for the 2002/03 art show. Venues have been secured for six communities. The show will focus on the link between our consumption and our forests. A pilot Youth Division of the show is being initiated.

Teachers gain natural resource knowledge

An intensive week-long course on Oregon's forest resources for 27 middle school and high school teachers addressed misconceptions about clear-cutting, forest lands and wildlife habitat. In its third year, the program seeks to provide accurate information about Oregon's forestry programs. The teachers learned about the many ways that timber is removed from forests, how some species of wildlife benefit from logging, and how many Oregon private landowners contribute to the state's forest resource base. A pre-test/post-test evaluation based on the educational objectives showed a strong and statistically significant improvement in forestry knowledge of participants and was disseminated in a Journal of Extension article.

Source of Federal Funds – Smith-Lever 3b&C
Impact – State Specific

Management Goal: Information Technologies

T1 Bandwidth for all Extension and research Field Offices

The Oregon State University Extension Service and the Oregon Agricultural Experiment Station selected the Network for Education and Research in Oregon (NERO) as the internet provider for all Extension field offices and Branch Experiment Stations. NERO is providing T1 bandwidth that is guaranteed to support video teleconferencing and streaming video. NERO is also providing Multicast. Video Streaming equipment has been placed in numerous field offices to provide a more efficient and effective way of program delivery and to conduct meetings, etc. Several streaming video programs have been conducted. This new technology has been used to conduct the monthly Dean/Director updates, statewide trainings and even interstate collaboration.

Source of Federal Funds – Smith-Lever 3b&C
Impact – Integrated Extension and research Program

Management Goal: Institutional Engagement

Klamath Basin Water Allocation

In the spring of 2001, following a winter drought, the federal Bureau of Reclamation (BOR) determined that to protect endangered sucker fish (Lost River Sucker and shortnosed sucker) in Klamath Lake, the Bureau could not release irrigation water to some 1200 farms in the Klamath Lake region. In addition, minimum water requirements in the Klamath River, for the benefit of Coho salmon, further restricted the availability of water for irrigation. The management implemented by the BOR, as directed by the Endangered Species Act (ESA), was based on biological opinions of the Fish and Wildlife Service and the National Marine Fisheries Service.

The lack of water through the summer created a crisis for farmers, local communities, and the region--which includes Klamath County in Oregon and Siskiyou and Modoc Counties in California. The nature and extent of the crisis was a matter of debate that divided the community and stalled local, state, and federal responses. Further, the situation challenged all county and state level Extension programming in agriculture, natural resources, 4-H/youth, and nutrition to be relevant in a time of crisis.

The primary need was for an objective assessment of the effects of the decision. As no assessment of the environmental, social, and economic impacts of the decision was conducted under the ESA, there was an "information void". To fill this void the Oregon State University and University of California Extension offices collaborated to conduct an assessment of the issues -- environmental, social, and economic -- and develop concept solutions to the water allocation issue. The purpose of the assessment was to: a) raise the level of the discussion among the public, b) provide decision makers at all levels with information to respond to the crisis, and c) provide guidance for county Extension faculty in helping to serve in the time of crisis. The situation provided a unique opportunity for Extension research and teaching faculty in the region to be responsive.

An overarching reason for deciding to take this opportunity was to develop the two universities' institutional capacity to respond to community-wide change. The rapid change in environmental, technological, economic and demographic systems is creating similar community crises in Oregon and California, indeed, across the western states and nation. Oregon has at least three other communities that may be affected by decisions related to endangered species, and there are numerous ESA-related crises brewing across the western states. There are also situations involving rapid change related to technology, the economy, and demographics that are creating similar crises and information voids. There is a broad and compelling opportunity for Extension to provide leadership.

Although the project concerns environmental protection, economic development, multiple-use management, and watershed management a fundamental purpose of the process was natural resource education in its broadest sense. The implicit goal was to raise the quality of the discussion about the issue in the basin through an informed public, decision makers, and agencies. On campus, faculty involved in the project have organized a graduate-level class to teach students about decision making, policy, natural resource management, and community development.

Outcome: A 400 page report, "*Water Allocation In the Klamath Reclamation Project, 2001: An Assessment of Natural Resource, Economic, Social, and Institutional Issues with a Focus on the Upper Klamath Basin*" online at <http://extension.orst.edu/klamath/>

Outcome: Over 100 people attended the draft report presentation, more than 200 questions and comments were received, and the draft report web site recorded over 2000 hits. The final report has had 2,912 hits; full report downloads were 1,461, and individual chapter downloads totaled 4,498. The project provided for scientist/public/agency dialogue.

Outcome: Most of the 2,000 residents of the Klamath Basin were made aware of the report by broad media coverage, including the press, television, and radio. The AP wire service and public radio extended the reach to an estimated 1 million people.

Outcome: Decision makers and managers in government agencies are using the analysis to help formulate management decisions and policies for the future.

Outcome: A graduate level course is being offered as an outgrowth of the project.

Source of Federal Funds - Smith-Lever 3b&c

Scope of Impact – Multistate, Integrated - Extension, Research and Academic Programs
CA

Management Goal: Institutional Engagement

Poverty and Economic Well-being

In January 2000, the OSU Extension Service produced and distributed 850,000 copies of the 24-page tabloid *A Portrait of Poverty in Oregon*. A copy was inserted into every daily newspaper in the state. A web version is found at <http://eesc.orst.edu/poverty/>. During 2002, the publication continued to stimulate and support a series of educational activities focused on poverty and economic well-being. The most popular of these has been the poverty simulation.

Outcomes:

- Thirty-nine poverty simulations conducted in 2002 involved 1,040 participants in eight Oregon counties and Idaho. Participants included adults and youth, human service professionals and volunteers.
- Evaluation data demonstrated that the poverty simulation increased knowledge regarding poverty in Oregon and increased sensitivity to the attitudes and behaviors that are associated with the experience of poverty.
- The Oregon poverty simulation was adopted by the University of Idaho Extension Service as a model for the creation of an Idaho poverty simulation.
- The poverty simulation was presented at Oregon's Snake River Correctional Institute, resulting in the decision to develop a new simulation that portrays the challenges former inmates face when they transition back to Oregon communities. The new transition simulation has been incorporated into staff in-service training for the Oregon Department of Corrections for 2003.

Source of Federal Funds - Smith-Lever 3b&c
 Scope of Impact – State Specific

- Department of Adult and Family Services.

Source of Federal Funds - Smith-Lever 3b&c
 Scope of Impact – State Specific

Management Goal: Institutional Engagement

Sustainability Tabloid

During 2002 the OSU Extension continued distributing *“Looking for Oregon’s Future: What Is Sustainability,”* published as the third in a series of Public Issues Education tabloid publications. Initially, in 2001, 870,000 copies were printed and a copy was inserted in every daily newspaper of the state, with additional distribution through Extension and state agency offices.

In 2002 Extension distributed about 15,500 printed copies to a variety of groups around Oregon interested in sustainability issues, to individuals, and to teachers for university and high school classes in sociology, political science, environmental sciences and other subjects. In August and September, 2002, the tabloid was used as example of sustainability education at the World Summit on Sustainable Development in Johannesburg, South Africa. In addition, in 2002 almost 70,000 persons visited the online version of the publication, including high school classes incorporating it into their curriculums. Web sites around Oregon, the country and the world continue to link to the online site. In 2002, the links grew from about 50 to almost 100, including the Oregon governor's web site, many university sites, and numerous environmental-, sustainability- and public issues-oriented organizations. In September, the online version was featured in editions of Parade magazine that reached about 6 million Americans.

The goal of the publication is to “promote dialogue among Oregonians concerning the future of our communities, industries, resources and economy, and concerning the quality of life we want to make possible for our grandchildren.” Six sections explore 1) the meanings of sustainability, 2) issues that are often linked to sustainability, 3) sustainability-related efforts in Oregon, 4) what is being done in other parts of the world, 5) the future, and 6) how to learn more and get involved. The web version is at <http://oregonfuture.orst.edu/>.

The public Issues Education (PIE) tabloid series is a key feature of **Oregon State University Engagement** with vital community issues across the state. The purposes, processes, outcomes, and impacts for these publication are explored in The February 2002 issue of the JOURNAL OF EXTENSION in an article titled, “*Tabloids - A Tool for Public Issue Education.*” online at <http://www.joe.org/joe/2002february/tt1.html>

Source of Federal Funds - Smith-Lever 3b&c
Scope of Impact – State Specific

Management Goal: Multicultural and Diversity Issues

Diversity: Responding to Changing Demographics

A full-time diversity specialist provides leadership to the organization in supporting the system to become an effective culturally diverse organization. Our plan for organizational change is derived from an assessment of the OSU Extension diversity climate and the level of intercultural sensitivity of current faculty. The ultimate outcome of this initiative is to create a dynamic and effective multicultural OSU Extension organization. An effective, dynamic, multicultural Extension organization is one in which the faculty and staff reflect the diverse cultures of this state and that faculty and staff can and do design and deliver culturally appropriate educational programs for the people of Oregon.

Impact - Building on our organizational commitment to diversity and the work of our diversity committee, we have moved toward creating an effective multicultural organization. Impacts include:

- **designing culturally appropriate education**
 - successful efforts statewide to work with Hispanic youth and families..
 - on-line database of Spanish language Extension materials available, including new gardening publications in Spanish
 - language translation services available for staff at annual conference
 - successful statewide efforts to work with low literacy and low income youth and families
- **hiring more racially diverse staff**
 - expanded our recruitment strategies to attract more diverse candidates

- internships for six college students of color to explore a career in the Extension Service
- **increasing intercultural competency skills of current faculty and staff**
 - two new tools (book and website) developed to support staff in developing intercultural competency skills
 - forty intercultural competency volunteers support Extension efforts to address diversity issues.

Source of Federal Funds – Smith-Lever 3b&c

Scope of Impact – State Specific

Stakeholder Input Process

Between January 25 and April 7, 2000, needs assessment meetings were held in all 36 Oregon counties plus the Warm Springs Reservation. The products of those meetings are available at <http://osu.orst.edu/extension/opod/needsassessment/needsindex.html>. Special efforts were made to invite and include members of under-served communities and community members and leaders new to Extension. This broad cross-section of 842 community leaders identified 840 issues facing Oregon communities.

From the results of the meetings and an Extension Strategic Directions Conference, three strategic directions were identified.

Strategic Direction A: Strengthening Communities and Economies

Areas of Program Focus

1. Promoting economic Development and Diversification
2. Empowering and Engaging Oregonians

Strategic Direction B: Sustaining Natural Resources and Agriculture

Areas of Program Focus

1. Improving the Health of Oregon's Watersheds
2. Promoting and Enhancing Environmental and Economic Sustainability
3. Expanding the Understanding of Natural Resource Systems

Strategic Direction C: Enhancing Families, Youth, & Health

Areas of Program Focus

1. Promoting Positive Youth Development
2. Improving Health
3. Promoting Well-being for Aging Oregonians
4. Building Strong Families for Today

The Strategic Directions and input from other groups has become the basis for program and staff planning. The five program areas are incorporating the Directions into their program planning.

This special statewide stakeholder input process supplements the processes detailed in our OSUES 5-year Plan of work.

Semi-annual input is also received from the Extension Citizen Advisory Network. The network is an advisory group that was created by the Dean and Director to advise and be an advocate for the OSU Extension Service. Membership includes clientele from each county, in addition to representatives of each program focus and county government.

Program Review Process

There has been no significant change in our program review process since our 5-year Plan of Work.

Multistate Extension Activities

Components of the Oregon State University Extension Service flow easily across our borders with surrounding states. The largest multistate activity is the long-standing Pacific Northwest Publications (PNWPubs) program where publications that are relevant to all three states are jointly written and reviewed, published by the lead state, and made available to all three.

Each Extension Program Area and every Extension faculty member is expected to develop a professional network that includes peers in other states. These networks, whether formal or informal, involve information sharing, opportunities for professional development, curriculum and educational material development, and joint program development and delivery. Notable formal networks include PNW STEEP, small grain variety testing, potato variety testing, reduced field burning with grass seed production, the NW Center for Small Fruits, Tree fruit production along the Columbia, SARE Extension, Ornamental seminars, Cow-calf Management Guide, Intermountain Cow Symposium, Western Dairy Management, Small Acreage programs, Grazing of riparian areas working group, Mid-Columbia Valley Forestry Extension, Continuing Education programs in Forestry, and Situation and Outlook. 4-H Youth Development faculty work with Extension professionals in Washington and Idaho on curriculum development, leader forum, professional development, regional 4-H marketing, and impact assessment. PNW Extension faculty also collaborate on the Family and Consumer Science programs of high school financial planning, gerontology, parenting, welfare reform, and community food systems.

Under the leadership of the Western Region Program Leadership Committee, the Western Region states and territories are collaborating on three projects.

1. Bringing the University of Wisconsin Extension's Center of Excellence program on Evaluation to the Western Region.
2. Creating a comprehensive professional development program for Community and Economic Development.
3. Creating and managing the Western Extension Leadership Development (WELD) program.

Multistate programming and collaboration are essential tools in leveraging Extension's resources for maximum efficiency and impact. **Multistate activities make it possible for states to mount extension programs of much greater scope than could otherwise be supported by their corresponding research programs.** Multistate, regional, and nationwide activities give definition to the Extension "System."

The impacts of multistate programs in the western region are highlighted in the "Best of the West" website <http://www.ag.unr.edu/wri/index.html>

OSUES has established an audit trail for some multistate activities tied to Smith Lever 3b&c funds.

**U.S. Department of Agriculture
 Cooperative State Research, Education, and Extension Service
 Supplement to the Annual Report of Accomplishments and Results
 Multistate Extension Activities and Integrated Activities
 (Attach Brief Summaries)**


Institution Oregon State University
 State Oregon

Check one: Multistate Extension Activities
 Integrated Activities (Hatch Act Funds)
 Integrated Activities (Smith-Lever Act Funds)

Actual Expenditures

Title of Planned Program/Activity	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
Pacific Northwest Publications _____	<u>0</u>	\$69,329	<u>\$79,395</u>		
NW Berry & Grape INFONET _____	<u>0</u>	\$5,392	<u>0</u>		
Ornamentals NW Seminars _____	<u>0</u>	\$9,690	\$13,002		

Total	<u>0</u>	\$84,411	<u>\$92,397</u>		



 Director

 3/14/03
 Date

Integrated Research and Extension Activities

In 1993 Oregon State University integrated the land-grant functions by:

- elevating *Extended Education* (now *OSU Statewide*), including the OSU Extension Service (OSUES), to University-wide status;
- integrating OSUES field- and campus-based faculty into academic departments across the University;
- charging academic Deans with leadership responsibility for Extension programs;
- developing P&T guidelines that recognize and reward all three mission areas of the university -- teaching, research, and extension -- through one process;
- defining scholarship to include the integration and application of knowledge as creative intellectual work; and
 - creating a unique position description for every OSU faculty member by the joint effort of the faculty member and his/her supervisor and department head.

During 2001 OSUES commissioned a study of the impacts of the above changes on extension programs and faculty. The study revealed that extension faculty, both campus- and field-based, believe there has been significant advances in integration in terms of the:

- closeness of the working relationship between on- and off-campus faculty,
- degree of integration of research and extension,
- degree to which academic units are implementing extension as part of the fundamental missions,
- degree to which research, instruction, and extension have equal status and importance, and
- extent to which scholarship activities carried out by extension faculty are enhancing extension programs.

The results of the study are now on the web at

http://extension.oregonstate.edu/mission3/ex_summ.html

The Oregon State University Extension Service spends in excess of **\$4 million** annually for the extension portion of the salary and OPE expenses of faculty with integrated assignments. Joint appointments in extension and research are the norm in the departments of the College of Agricultural Sciences. Twelve faculty located at research and extension centers and branch research stations have partial or full extension appointments. All multidisciplinary working teams include both extension and research faculty. Many of the Oregon representatives to Regional Research and Coordinating Committees have joint appointments with extension.

The impacts of integrated programs in the western region are highlighted in the “Best of the West” website <http://www.ag.unr.edu/wri/index.html>

OSUES has established an audit trail for some integrated activities tied to Smith Lever 3b&c funds.

**U.S. Department of Agriculture
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 (Attach Brief Summaries)**

Institution Oregon State University
 State Oregon

Check one: Multistate Extension Activities
 Integrated Activities (Hatch Act Funds)
 Integrated Activities (Smith-Lever Act Funds)

Actual Expenditures

Title of Planned Program/Activity	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
IR4-Pesticide Registration for Minor Crops	<u>0</u>	\$58,006	<u>77,690</u>		
IPM for Nursery & Berry Crops	<u>0</u>	\$38,760	<u>52,008</u>		
New Landscape Plant Introduction	<u>0</u>	\$54,9646	<u>73,967</u>		
Berry Production Systems	<u>0</u>	\$49,246	<u>65,931</u>		
Greenhouse Systems	<u>0</u>	\$ 16,476	<u>0</u>		
_____	_____	_____	_____		
_____	_____	_____	_____		
_____	_____	_____	_____		
_____	_____	_____	_____		
_____	_____	_____	_____		
Total	<u>0</u>	\$217,434	<u>269,596</u>	_____	_____



 Director

3/14/03

 Date

Year 2002

Clientele Contacts:

	White	Black	Hispanic	American Indian	Asian	Total	Total by Gender		Staff Contacts w/ Support Volunteer*	Staff Contacts w/ Program Volunteer*	Clientele Contacts by Program Volunteers
							Male	Female			
Agriculture	175,790	968	5,005	4,193	2,257	188,213	115,032	68,900	5,535	21,511	102,326
Engineering	1,732	1	30	30	2	1,795	1,391	402	127	0	0
4-H Youth	299,195	4,292	17,100	7,457	2,258	330,302	117,512	209,254	26,446	68,584	1,770,788
Forestry	34,328	206	824	630	715	36,703	23,314	13,820	1,334	1,791	2,648
Home Economics	106,049	2,469	11,170	2,975	1,007	123,670	42,319	79,661	2,512	5,312	29,698
Sea Grant	14,925	136	319	98	274	15,752	8,417	7,335	838	1,506	77,448
Administrati	15,611	87	624	6,095	246	22,663	11,668	10,500	3,074	3,955	4,226
Totals	647630	8159	35072	21478	6759	719,098	319653	389872	39866	102659	1987134

Uses of Mass Media:

Individual Contacts Through:

Number of satellite downlinks hosted	Number of news releases	Number of radio programs	Number of television programs	Number of newsletters distributed (circulation)	Number of website hits
16	6,718,274	1,125,432	84	1,325,979	302,661

Only direct contacts are recorded for race, gender and volunteers. Those include face to face, telephone, email, fax and personal letters. Each contact is listed under the most appropriate program area. Contacts with Extension Faculty are not included. To avoid duplicate counts when more than one Extension Faculty member teaches at an event, only the event host reports the contacts. * Report your direct contacts with volunteers. Program Volunteers are volunteers who have been trained to give an educational program or certified to provide educational information (e.g., master program volunteers, 4-H leaders, FCE leader-teachers). Support Volunteers include all other Extension volunteers (e.g., advisory groups, committee members, program development committees, office volunteers, field plot volunteers).