

# **National Goal 5: To Enhance Economic Opportunities and the Quality of Life Among Families and Communities**

## **Statement of Issues**

Population components of Idaho are changing and new social and economic infrastructure is needed. Conflicts arise between long-term residents and newcomers with differing values and expectations. Changes in natural resource use often places limits on traditional uses and creates new demands without dollars to pay for them. Idaho rural communities are also impacted by the pressures associated with the suburbanization of rural and agricultural lands. Pressures include growing demands for housing, utility easements, agricultural production practice limits, transportation, and infrastructure development in areas previously devoted to agriculture, forestry and open space. As a result, the environment, natural resources, aesthetics and the quality of life are being impacted in ways that are unintended.

These problems accentuate the need for improved models and strategies to analyze policies, enhance leadership, improve resource management and strengthen planning processes that address challenges and at the same time sustain the long term viability of agriculture and businesses. There is increasing urgency for greater communication and cooperation among groups and individuals concerned about these issues. This requires collaborative problem solving techniques applied to locally resolving problems.

Idaho families are also facing constraints in making available resources meet family needs and wants. Families and individuals equipped with skills to maximize resources are likely to experience marital satisfaction, employment productivity, and a better quality of life. Personal bankruptcy filings have increased in Idaho and families are challenged to find affordable housing and insurance, finance education, care for children and aging parents, save and invest for retirement, and plan their estate and transfer of property. Changes in the financial marketplace increase the need for unbiased information to preserve consumer privacy, to avoid frauds and scams, and to improve consumer decisions using the Internet. Family Resource Management programs aim to help decision makers, increase savings, reduce debt, and improve family financial well-being.

*Volunteerism is fundamental to delivering quality programs in many extension work areas. To have an adequate number of well-prepared volunteers it is necessary to recruit, train and support volunteers, both youth and adult, on an on-going basis. Both volunteer recruitment and retention are key factors needing to be addressed.*

Being competitive in recruiting today's volunteer takes skill and knowledge. As more and more women enter the job market on a full-time basis, volunteer roles must be modified to fit the time available. This situation often leads to the need to recruit and train more volunteers for roles demanding less time from each individual. To encourage already very busy people in finding time to volunteer, there must be a high level of satisfaction gained from the volunteer activity. This means effective training, motivation and recognition of volunteers to enhance retention rates.

Trends for families in Idaho parallel those at the national level, with 64% of mothers in the work force, and families find it difficult to form support networks with friends, relatives, and neighbors after a long day at work. Families at risk are especially disadvantaged by these trends, including those below poverty level in income (18% of Idaho families), single parent families (17% of Idaho families with children), and those headed by teen parents (13% of births in 1996 were to teen mothers). However, studies show that families and communities can work effectively together to keep children on a positive course for success ahead. The Human Relationship program area is designed to increase the abilities of individuals, families, and communities to enhance the quality of life in the context of contemporary society.

Rapid changes are occurring that dramatically effect our youth and the adults who work with them. To be responsible to the current needs of youth we must be aware of change and the impact it has o the youth and

volunteers we work with through the 4-H program. 4-H carries out programs jointly with schools, such as school enrichment and school age child care programs. We must constantly strive to create diverse opportunities for volunteer leaders that will fit into their busy life schedules.

### **Stakeholder Input and Suggestions from Citizen Groups**

Community Economic Development:

1. Liveable wage jobs
2. Business management and finance
3. Marketing and special niches

Family Resource Management:

1. Family budgeting and personal finance
2. Money and consumption education for youth and adults

Volunteerism and Leadership Development:

1. Organizational skills training
2. Mentoring programs
3. Specific skills training (Master Volunteer programs)

Human Relationships:

1. Child care provider training
2. Parenting education
3. Elder care alternatives and management

Youth Education:

1. Educating communities and citizens about 4-H programs
2. Work with schools developing and delivering programs
3. Life skills development for youth

### **Performance Goals**

#### **Output Indicators**

1. Studies, publications, and presentations on county and regional economic linkages.
2. Collaborations and coalitions formed with other groups and organizations.
3. Problem solving, negotiation and community cooperation skills.
4. Web site listing of available workshops, and resources, publications and other web sites.
5. Educational displays and exhibits, along with marketing materials (brochures and posters).
6. Print and electronic media and educational materials developed.
7. Classes and workshops in areas specified in goals.
8. Development and maintenance of community coalitions relevant to goals.
9. Development of resource libraries and expansion of extension's role as a source of resources to others in the community working in goal areas.
10. Training to service providers to families and children.
11. Service and volunteer opportunities for children and youth.
12. *Develop appropriate tools to gather baseline data.*
13. *Develop program IMPACT Statements (annually).*

#### **Outcome Indicators**

1. Satisfaction ratings, attendance, ideas/practices learned, and ideas/practices evaluated for implementation by participants in non-formal educational programs related to: community decision-making, Leadership skills, Subject matter training related to individual's volunteer, appointed and/or elected position
2. Increased number of participants in educational programs, and number adopting management

- practices.
3. Pre- and post-tests (using Family & Consumer Sciences developed Evaluation Template) documenting increased knowledge and changed behavior.
  4. Rates of participation in program activities.
  5. Evaluation ratings of participants on satisfaction, knowledge gained, and behaviors changed as a result of extension programming and publications.
  6. Number of agencies, individuals, and groups to which extension provides resources.
  7. Record of coalition outcomes with extension leadership and participation.
  8. New services and supports to families.
  9. Publications and media coverage of life skills, family life, and child and youth development issues.
  10. Statewide data on current status of volunteerism in Idaho
  11. Number of CES staff trained in Volunteer Recruitment and Retention
  12. Number of new volunteers recruited by trained staff and retention rate for newly recruited volunteers
  13. Staff will use training evaluation and volunteer recruitment and retention data to improve skills in working with volunteers
  14. Trained volunteers with enhanced skills in reaching and training other adults and youth
  15. Evidence of improved collaboration & cooperative problem solving among community groups
  16. Enhanced community functioning particularly in areas requiring trained volunteers

## **Key Program Components**

### **Program Goals**

1. Increase capacity of Idaho citizens and communities to enhance their economic well-being.
2. Promote sound family financial decisions.
3. Foster positive development and increase life skills in individuals and families throughout the life span.
4. Create a positive, safe, and supportive environment that fosters the development of healthy, productive individuals.
5. To recruit, train, build confidence, and retain an adequate number of youth and adult volunteers to help carry out community programs.
6. To reach a higher percentage of Idaho's youth with quality educational programs through 4-H.
7. Help youth acquire knowledge, life skills, and attitudes that enhance their life.

### **Program Objectives**

1. Develop, analyze and interpret economic factors effecting the economic, social, and environmental conditions influencing Idaho citizens and communities.
2. Develop strategies to add value to agriculture and natural resource sector products including identification of alternative crops with value added or import substitution potential.
3. Understand and explain to local residents and decision makers the economic and social impacts of policy alternatives to be considered.
4. Facilitate the development and operation of small and home based businesses in rural Idaho.
5. Increase the number of jobs and income generation opportunities in Idaho communities.
6. Increase ability to manage financial and human resources through better communication and wise decision-making.
7. Increase savings and decrease consumer debt.
8. Enhance the ability to manage personal stress.
9. Foster the development of positive self-esteem.
10. Help parents learn to balance work and family commitments.
11. Work with community resources to improve the quality and availability of dependent care.
12. Address the variety of family structure issues (e.g. grandparents as parents, single parents, two-parent involvement in separated families, etc.)
13. Increase and strengthen volunteer involvement in extension programs.

14. Diversify ways volunteers can contribute to programs.
15. Develop an attitude and philosophy that recognizes volunteers, youth as well as adults, as full partners in program development and delivery.
16. Develop skills and competencies in volunteers related to making presentations, solving problems and public issues education.
17. Collaborate with other groups, organizations and agencies to build leadership and volunteer capacity.
18. Develop a 4-H strategic marketing plan for state/county.
19. Identify and manage a 4-H curriculum that is high quality and relevant.
20. Build partnerships for positive youth development.
21. Increase and strengthen volunteer involvement in the Idaho 4-H program.
22. Enhance support for 4-H program both human and financial.

### **Internal and External Linkages**

- Small business owners
- Volunteers, elected and appointed officials
- Non-profit organizations
- Government agencies (local, state, federal)
- Families and individuals (youth, adults, and seniors)
- Service providers (child and adult care, health care)
- WSU, OSU, other Land-Grant Institutions in the Western Region.

### **Target Audiences**

- Families and individuals (youth, adults, and seniors)
- Volunteers, elected and appointed officials
- Small business owners
- Service providers (child and adult care, health care)
- Public and private agencies
- Non-profit organizations
- Media (electronic, voice, and print)
- Other educational organizations

### **Program Duration**

FY000 – FY004

### **Programs Already Underway to Convey Available Research Results that are Pertinent to Meeting the Issues Identified**

- Money 2000
- Extension Nutrition Program (resource management component)
- Investing Basics
- Volunteer Middle Management Training
- Master Gardeners
- Master Food Preservers
- 4-H Project Training
- Youth Natural Resources Camps
- 4-H Teen Conference
- 4-H Know Your Government
- 4-H National Congress
- 4-H National Conference
- Building Economic Linkage Models

- Cross Border Commuters
- Idaho State Tax Revenue
- Social Cohesion of Rural Communities

**Underserved Populations for this Goal**

- At-risk youth
- Low income individuals and families
- Single parents
- Hispanic and minority populations

**Allocated Resources**

Federal (3b,c)	\$ 842,901
State General Funds	\$1,919,520
County Funds	\$ 417,169



# UI-CES STATE PLAN OF WORK ACTION PLAN

Include: County/Area/District/State Program Activity

**Goal:** 5 To enhance economic opportunities and the quality of life among families and communities.

Family Resource Management      **Contact Person(s):** Linda Kirk Fox, Director FCS      **MPT No(s):** 11

**Statement of issues or problems to be addressed by this program:**

Families are facing constraints in making available resources meet family needs. Families and individuals equipped with skills to maximize resources are experiencing marital satisfaction, employment productivity, and a better quality of life. Personal bankruptcy filings have increased in Idaho and families are challenged with unaffordable housing and insurance, finance education, care for children and aging parents, and invest for retirement, and plan their estate and transfer of property. The volatile financial marketplace increase the need for unbiased information to help consumers understand consumer privacy, to avoid frauds and scams, and to maximize consumer protection using the Internet. Family Resource Management programs aim to help families understand their options, increase savings and reduced debt, and improve family financial well-being.

**Goal(s):**  
To help families make sound family financial decisions.

**Audience(s) targeted for this program:**

Families and individuals; limited resource families; agency personnel; teachers; community leaders; youth; seniors; mass media

**Specific Program Objective(s):**

1. To increase ability to manage financial and human resources through effective communication and wise decision-making.
2. To increase savings and to decrease consumer debt.
3. To improve financial security in later years.

**AN: (Indicate year of occurrence)**

**Indicators:** (Programs, activities or services to be included, expressed in qualitative manner.)

management lessons in the Extension Nutrition Program (FSNEP & EFNEP)

local coalitions for financial professionals and non-profits.

and press releases (e.g. Home Wise bi-weekly column) on financial and management

ing of available workshops, and resources, publications and other web site

eracy Coalition programs (teacher trainings, worksite programs)

displays and exhibits, along with marketing materials (brochures and

and MOUs (Memorandum of Understanding)

electronic media and educational materials including but not limited to:

ork and Family: Money, Food & Family Life (life skills)

eracy Coalition

Financial Planning Program

savings and investing awareness program

ing programs

rips with Your Finances 5-part series

me buyer educational materials and/or programs

ining

and series programs and media (e.g. Women's Financial Information Financial Literacy Month)

**Outcome Indicators:** (Program results (outcomes) expected based on program goals.)

- Increased number of participants in financial management education program and number adopting management practices.
- Increased participant level of financial knowledge; increased confidence in decision-making ability; increased feeling of control through confident financial management.
- Pre- and post-tests (using Family & Consumer Sciences developed Evaluation Template) documenting increased knowledge and changed behavior:
- Participants communicate, organize and plan for transfer of property
- Participants Locate and organize important documents; inform family and/or trusted friends of locations of documents
- Participants use conflict management techniques and problems resolve
- Increased awareness of current trends in financial products and services (e.g. consumer privacy, internet consumer resources, avoiding scams and fraud, gambling)
- Increased knowledge of participants about using credit wisely
- Increase savings and investing for short and long term goals
- Increase confidence and control over money including developing and following spending plans (budgets)
- Reduced consumer debt
- Credit reports are reviewed and steps taken to maintain a positive credit



(Faculty should plan 60% of available time. 1 FTE = 140-150 days)

Involved:		No. Days In-State Programming Per Faculty	No. Days Multi-State Programming Per Faculty	Program Assistants:		No. Days In-State Programming Per Assistant	
Economics Specialist		50	40	Vivian	Meyer	15	0
	Bischoff	53	3				
	Dahl	30	0				
	Fox	20	10				
	Garnsey	10	0				
	Harris	2	0				
	Healy	40	0				
	Lanting	10	0				
	Later	20	0				
	Morales	80	0				
	Nest	8	0				
	Parr	15	0				
	Petty	40	20				
	Stimpson	20	0				
	Thorpe	40	0				
	Van Slyke	40	0				
	Wolf	25	0				
		503	73				
				<b>No. of Volunteers:</b>		<b>No. Days In-State Programming For Volunteers</b>	<b>No. Days Multi-State Programming For V</b>

**External Partners (Other agencies or groups with whom you will link in conducting this program, both in-state and multi-state) and program will be:** *(Include agency, state, and individual names involved.)*

University of Idaho College of Law faculty; UI School of Family & Consumer Sciences faculty; UI 4-H and Youth Development faculty and staff; UI Ag & Distance Education specialists.

Financial Literacy Coalition member organizations; Idaho Rural Partnership, Washington State University, Oregon State University

**Needed: (Publications, A-V Aids, training, specialists etc.)**

spring, in-depth (potential topics listed: fraud, internet resources and awareness, privacy, basic investment series, first-time home buyer, 4-H  
 ls)

ney 2000 materials in very basic terms and in Spanish

nce education deliver (identified by stakeholders) of personal finance and  
 g workshops over compressed video as well as in-service on basic

or first-time home buyer education

opment, sharing materials among county extension educators via posting  
 age

**Program Duration:**

**FY000**

**FY001**

**FY002**

**FY003**

**FY004**

ension Nutrition Program (ENP) is the USDA Food Stamp Nutrition Education Program (FSNEP) and the Expanded Food and Nutrition Education Program

# UI-CES STATE PLAN OF WORK ACTION PLAN

Include: County/Area/District/State Program Activity

**Goal: 5** To enhance economic opportunities and the quality of life among families and communities.

Human Relationships	<p style="text-align: center;"><b>Contact</b> <b>Person(s):</b> Harriet Shaklee</p> <p style="text-align: right;"><b>MPT No(s):</b> 12</p>
<p><b>Statement of issues or problems to be addressed by this program:</b></p> <p>Families in Idaho parallel those at the national level, with 64% of mothers in the workforce, and families finding it difficult to form support networks with friends, family, and neighbors after a long day at work. Families at risk are especially vulnerable by these trends, including those below poverty level in income (18% of families), single parent families (17% of Idaho families with children), and those with teen parents (13% of births in 1996 were to teen mothers). However, studies show that families and communities can work effectively together to keep children on a path for success ahead. The Human Relationship program area is designed to support the abilities of individuals, families, and communities to enhance the quality of life in the context of contemporary society.</p> <p><b>Goal(s):</b></p> <ul style="list-style-type: none"> <li>• Life skills development in individuals and families throughout the life span.</li> <li>• Cognitive development of children and youth.</li> <li>• A positive, safe, and supportive environment that fosters the development of productive individuals.</li> </ul>	<p><b>Audience(s) targeted for this program:</b></p> <p>Families, children and youth, individuals, parents, 4H/youth volunteers and professionals, child care providers, extension staff, businesses, public and private agencies, teachers, juvenile justice professionals, caregivers.</p> <p><b>Specific Program Objective(s):</b></p> <ul style="list-style-type: none"> <li>Goal 1           <ul style="list-style-type: none"> <li>A) Enhance the ability to manage personal stress.</li> <li>B) Increase time management skills.</li> <li>C) Develop a sense of purpose in setting goals.</li> <li>D) Improve decision making skills.</li> <li>E) Enhance self-care and understanding.</li> <li>F) Develop skills for managing conflict and resolving problems.</li> <li>G) Improve communication skills.</li> </ul> </li> <li>Goal 2           <ul style="list-style-type: none"> <li>A) Foster the development of positive self-esteem.</li> <li>B) Assist volunteers in creating positive environments for development of children and youth.</li> <li>C) Help children and youth accept and respect differences.</li> <li>D) Help children and youth develop skills for managing conflict and resolving problems.</li> </ul> </li> </ul>

problems.

E) Increase youth/adult partnerships and community service involvement.

F) Expand delivery modes to reach more youth.

G) Foster community involvement in addressing issues of children and youth.

Goal 3: A) Help parents learn to balance work and family commitments.

B) Work with parents to improve parenting skills.

C) Strengthen community supports for families.

D) Help individuals build relationships through effective communication skills.

E) Work with community resources to improve the quality and availability of dependent care.

F) Address the variety of family structure issues (e.g. grandparents as parents, two-parent involvement in separated families, etc.)

**PLAN: (Indicate year of occurrence)**

**Activities:** (Programs, activities or services to be included, expressed in qualitative manner.)

workshops in areas specified in goals.

and media releases

and maintenance of community coalitions relevant to goals.

of resource libraries and expansion of Extension's role as a source of others in the community working in goals areas.

service providers to families and children.

volunteer opportunities for children and youth.

**Outcome Indicators:** (Program results (outcomes) expected based on goals.)

Rates of participation in program activities.

Evaluation ratings of participants on satisfaction, knowledge gained, and behavior changed as a result of extension programming and publications.

Number of agencies, individuals, and groups to which extension provides resources.

Record of outcomes of coalitions with Extension leadership and participation.

New services and supports to families.

Publications and media coverage of life skills, family life, and child and youth development issues.

(Faculty should plan 60% of available time. 1 FTE = 140-150 days)

Involved:		No. Days In-State Programming Per Faculty	No. Days Multi-State Programming Per Faculty	Program Assistants:		No. Days In-State Programming Per Assistant
	Benesh	9	4			
	Christensen	65	0			
	Dahl	62	0			
	Edwards	7	3			
	Harris	10	0			

Lanting	5	0				
Later	10	0				
Morales	5	0				
Nauman	10	5				
Nest	24	0				
Parr	5	0				
Petty	65	0				
Schmidt	78	0				
Shaklee	90	20				
Stimpson	5	0				
Thorpe	75	0				
Van Slyke	20	0				
Webb	39	0				
Woffinden	10	0				
Wolf	15	0				
	609	32				

<b>No. of Volunteers:</b>	<b>No. Days In-State Programming For Volunteers</b>	<b>No. Days Multi-State Programming For Volunteers</b>

**External Partners (Other agencies or groups with whom you will link in conducting this program, both in-state and multi-state) and program will be:** *(Include agency, state, and individual names involved.)*

to Department of Health and Welfare, Private Industry Council, Head Start, faith communities, youth serving organizations (e.g. Big Brothers/Big Sisters, etc.), juvenile corrections programs, child care facilities, businesses, the courts, libraries, Washington State University, and Oregon State University.

**Needed: (Publications, A-V Aids, training, specialists etc.)**  
 videos, specialist support for program development, up-to-date videos, and printing of handouts and newsletters.

**Program Duration:**  
 **FY000**  
 **FY001**  
 **FY002**  
 **FY003**  
 **FY004**

# UI-CES STATE PLAN OF WORK ACTION PLAN

Include: County/Area/District/State Program Activity

Goal: 5

Youth Education	Contact Person(s): Arlinda Nauman	MPT No(s): 13
<p><b>Statement of issues or problems to be addressed by this program:</b></p> <p>In 80 years the Cooperative Extension Systems 4-H program has provided knowledge, effective communication, self confidence, decision-making leadership experience. However, society is experiencing rapid changes that affect our youth and the adults who work with them. To be responsive to needs of youth we must be aware of change and the impact it has on the volunteers we work with through the 4-H program. 4-H currently includes programs carried out jointly with schools, such as school enrichment and school programs. We must constantly strive to create diverse opportunities for leaders that will fit into their busy life schedules. We need to develop more ways of letting those not currently involved with 4-H know about the benefits of 4-H programs available in every county and reached 38,531 youth in 1998.</p> <p><b>Goal(s):</b></p> <p>With a higher percentage of Idaho's youth with quality educational programs youth acquire knowledge, life skills, and attitudes that enhance their life. Leadership and volunteerism in youth and adults.</p>	<p><b>Audience(s) targeted for this program:</b></p> <ul style="list-style-type: none"><li>* 4-H members and potential members</li><li>* 4-H volunteer leaders and potential leaders</li><li>* Parents</li><li>* Community business and civic leaders</li><li>* Schools</li><li>* Law enforcement agencies</li><li>* Other youth serving agencies and organizations</li><li>* 4-H alumni</li><li>* Faculty and staff</li><li>* Youth coalitions</li><li>* Youth professionals in the community</li></ul> <p><b>Specific Program Objective(s):</b></p> <ol style="list-style-type: none"><li>1) Develop a strategic marketing plan for state/county</li><li>2) Identify and manage a curriculum that is high quality and relevant</li><li>3) Build partnerships for positive youth development</li><li>4) Increase and strengthen volunteer involvement in the Idaho 4-H program</li><li>5) Enhance support for 4-H program both human and financial</li></ol>	

**AN: (Indicate year of occurrence)**

**Indicators:** (Programs, activities or services to be included, expressed in quantitative or qualitative manner.)

Strategic Marketing Plan for State/Counties

Use media to reach potential new volunteers (adult & youth)

Post displays and brochures

Update 4-H Webpage

Develop marketing plan around National 4-H Week, National Volunteer Week, Youth Service Day, Make a Difference Day, Safe Night, etc.

Use community service as part of marketing plan

Focus on youth in developing plan(s) particularly 4-H Ambassadors

Develop and manage a curriculum that is high quality and relevant

Develop curriculum that has been approved by the National 4-H Jury Process

Train volunteers and judges how to use the curriculum

Develop and adopt standard recordbook system of Idaho

Update 4-H web page

Develop partnerships for positive youth development

Identify strengths of non 4-H youth serving organizations to enhance program and delivery

Develop partnerships that increase opportunities for youth to participate in 4-H programs

Develop partnerships that enhance program innovation and resource development

Develop and strengthen volunteer involvement in the Idaho 4-H program

Recognize volunteer contributions

Use volunteers as key partners in program development and delivery

Use youth and adults as partners in volunteer roles

Use youth volunteer involvement through development of Idaho Technology

Train new leaders to ensure their knowledge of child protections and 4-H program

es

**Outcome Indicators:** (Programs, activities or services to be included, expressed in quantitative or qualitative manner.)

- Enhanced image of 4-H Program
- Increased number of volunteers
- Increased membership in 4-H
- More 4-H leadership for community service projects
- Improved partnership with media
- Expanded audiences
- High-quality, well trained leaders
- Increased retention of youth/leaders
- Improved curriculum, both quality and quantity
- Increased financial support
- Increased parental support and participation
- Improved community support and involvement
- Improved community image for positive youth development
- Increased knowledge and skills among youth
- Youth carrying out more responsible and productive roles in the community
- Increased number of coalitions and adult/youth partnerships promoting youth development
- More effective communication with 4-H Team
- Increased communication through use of technology (4H web page, computer training)
- Increased youth participation and community partnerships through school programming

Support for 4-H Program both human and financial  
 Budgeting to hire staff to work with 4-H program  
 Grants to fund programs  
 Honor base for 4-H  
 Idaho 4-H Endowment Board to increase support for 4-H

(Faculty should plan 60% of available time. 1 FTE = 140-150 days)

Involved:		No. Days In-State Programming Per Faculty	No. Days Multi-State Programming Per Faculty	Program Assistants:		No. Days In-State Programming Per Assistant	
Adult (Volunteerism)		30	10	Marie	Armitage	30	0
County FCS Educator		48	2	Marie	Baucum	105	0
County Educator		27	0	Valerie	Bowen	120	0
County Educator		30	0	Jennie	Bywater	135	0
Crops Educator		20	0	Nancy	Chaffin	80	0
	Abo	50	0	Tina	Dickard	120	0
	Barton	45	0	Connie	Funkhouser	50	0
	Benesh	65	40	Tracy	Graves	55	0
	Bischoff	2	0	Charmaine	Jensen	75	0
	Bohl	10	0	Teah	Jones	50	0
	Brooks	50	0	Kim	Keller	54	0
	Cheldin	65	5	Helen	Malone	50	0
	Cheyney	23	0	Dana	Miller	75	0
	Christensen	30	0	Elaine	Musmann	110	0
	Church	20	0	Monica	Reigel	20	0
	Craig	100	30	Josette	Stellars	130	0
	Dahl	15	0	Cindy	Teuscher	25	0
	Edwards	30	20	Barbie	Vander Boegh	40	0
	Falen	40	0	Sue	Weinbrecht	105	0
	Findlay	65	5	Bob	Whitehead	30	0
	Fornshell	15	0	Kathy	Whittaker	55	0
	Garrard	30	0				
	Gibson	12	10				
	Goodwin	80	20				
	Gortsema	30	0				
	Hanson	30	0				
	Harding	15	0				
	Harris	15	1				
	Harrison	43	5				



Hart	18	0				
Hawkins	30	0				
Hazen	37	0				
Healy	60	0				
Keetch	30	0				
Lanting	30	0				
Later	60	10				
Mitchell	90	20				
Morales	15	0				
Nash	70	10				
Nauman	25	15				
Nest	16	0				
Ohlensehlen	30	0				
Packham	25	5				
Panting	30	3				
Parkinson	27	0				
Parr	20	0				
Petty	10	0				
Pike	60	10				
Robbins	20	0				
Roy	5	0				
Schmidt	94	0				
Seyedbagheri	15	0				
Shaklee	25	0				
Shank	50	0				
Steele	35	10				
Stimpson	30	0				
Thaemert	30	0				
Thorpe	30	0				
Van Slyke	20	0				
Wattenbarger	30	0				
Webb	42	0				
Wilson	65	15				
Woffinden	75	10				
Wolf	70	0				
	2354	256				

<b>No. of Volunteers:</b>	<b>No. Days In-State Programming For Volunteers</b>	<b>No. Days Multi-Program For V</b>



**External Partners (Other agencies or groups with whom you will link in conducting this program, both in-state and multi-state) and program will be:** *(Include agency, state, and individual names involved.)*

Teachers \* School districts (including alternative schools) \* Youth Services/Juvenile Probation \* Local businesses  
Recreation Departments \* Other youth serving agencies \* Other local youth organizations \* Libraries  
4-H Council \* Community youth professionals \* Fair boards \* Churches  
(CA, AZ, NV, MT, UT, NM, CO, WY)

**Materials needed: (Publications, A-V Aids, training, specialists assistance, etc.)**

Materials developed by National 4-H Council and Western Region  
Program  
Curriculum

**Program Duration:**

- FY000**
- FY001**
- FY002**
- FY003**
- FY004**

# UI-CES STATE PLAN OF WORK ACTION PLAN

Include: County/Area/District/State Program Activity

Goal: #5 To Enhance Economic Opportunities and the Quality of Life Among Families and Communities

Community and Resource Development	<b>Contact</b> <b>Person(s):</b> Neil Meyer, Extension Economist	<b>MPT No(s):</b> 7
<b>Statement of issues or problems to be addressed by this program:</b> <p>In Idaho are changing and new social and economic infrastructure is creating conflicts arise between long-term residents and newcomers with differing expectations. Changes in natural resource use are placing limits on resources and creating new demands without, to dollars to pay for them.</p> <p>Communities are also impacted by the pressures associated with the conversion of rural and agricultural lands. Pressures include growing demands for easements, agricultural production practice limits, transportation, and development of infrastructure in areas previously devoted to agriculture, forestry and recreation. As a result, the environment, natural resources, aesthetics and the quality of life are being impacted in ways that are unintended.</p> <p>These issues accentuate the need for improved models and strategies to analyze resource management, improve resource management, strengthen planning and address challenges and at the same time sustain the long term viability of rural businesses. There is increasing urgency for greater communication and coordination among groups and individuals concerned about these issues. This requires the use of problem solving techniques.</p> <p>Extension can help by providing leadership experiences and training in coordination with other agencies and organizations.</p>		<b>Audience(s) targeted for this program:</b> <ul style="list-style-type: none"><li>Potential and actual small business owners.</li><li>Private business owners, managers, supervisors and employees.</li><li>Volunteer, elected and appointed community leaders.</li><li>Government, school, private, and non-profit organization staff and personnel.</li><li>University of Idaho and Cooperative Extension personnel.</li><li>Federal agency personnel: BLM, USFS, FSA, FWF, etc.</li><li>Local economic development personnel.</li></ul>

**Goal(s):**  
 city of Idaho citizens and communities to to enhance their economic well-

**Specific Program Objective(s):**  
 7-1. Develop, analyze and interpret economic factors effecting the economic and environmental conditions influencing Idaho citizens and communities.  
 7-2. Develop strategies to add value to agriculture and natural resource sectors including identification of alternative crops with value added or import substitution potential.  
 7-3. Understand and explain to local residents and decision makers the economic and social impacts of policy alternatives to be considered.  
 7-4. Facilitate the development and operation of small and home based businesses in rural Idaho.  
 7-5. Increase the number of jobs and income generation opportunities in Idaho communities.

**PLAN: (Indicate year of occurrence)**  
**Activities:** (Programs, activities or services to be included, expressed in quantitative or qualitative manner.)  
 seminars, training programs on topics related to needs for:  
 small businesses,  
 farming/ranching businesses,  
 publications, presentations, on county and regional economic linkages.  
 leadership training,  
 partnerships and coalitions formed with other groups and organizations.  
 planning, negotiation and community cooperation skills.

**Outcome Indicators:** (Program results (outcomes) expected based on program goals.)  
 Satisfaction ratings, attendance, ideas/practices learned, and ideas/practices implemented for implementation by participants in non-formal educational programs related to:  
 - Community decision making,  
 - Leadership skills,  
 - Subject matter training related to individual's volunteer, appointed and/or elected position.

(Faculty should plan 60% of available time. 1 FTE = 140-150 days)

Involved:		No. Days In-State Programming Per Faculty	No. Days Multi-State Programming Per Faculty	Program Assistants:		No. Days In-State Programming Per Assistant
	Barton	10	0			
	Benesh	12	8			
	Brooks	2	0			
	Church	10	0			
	Falen	5	0			
	Finnigan	15	0			
	Gibson	4	0			
	Gray	6	0			

Harp	80	60				
Hart	4	0				
Hawkins	10	0				
Keetch	5	0				
Later	5	0				
Meyer	100	40				
Nest	56	0				
Panting	5	0				
Parker-Clark	30	10				
Parr	5	0				
Schmidt	12	0				
Syedbagheri	5	0				
Steele	45	10				
Taylor	80	60				
Wattenbarger	5	0				
Webb	18	0				
	529	188				

<b>No. of Volunteers:</b>		<b>No. Days In-State Programming For Volunteers</b>	<b>No. Days Multi-State Programming For V</b>

**External Partners (Other agencies or groups with whom you will link in conducting this program, both in-state and multi-state) and program will be:** *(Include agency, state, and individual names involved.)*

DES County Faculty, UI faculty in PSAS, An & Vet Science , Bio Eng., Distance Ed, IDOC, IDOA, IDOL, Boise State University-Bureau of Political Affairs, Idaho State University Bus Dev Center, Idaho Rural Partnership, AIC, IAC, Western Center, Washington State University, Oregon State University.

**Needed: (Publications, A-V Aids, training, specialists etc.)**  
 B and Micro Bus curriculum from Nat. materials  
 Common Ground" workshops,  
 Economic Linkages Studies in cooperation with county faculty,  
 materials and conduct training in economic development,  
 ing for Public Issues Education,  
 ig on social change and assessment,  
 er Program in Cooperation with Id Rural Partners and WRDC.  
 Technology Core,

**Program Duration:**  
 **FY000**  
 **FY001**  
 **FY002**  
 **FY003**  
 **FY004**

# UI-CES STATE PLAN OF WORK ACTION PLAN

Include: County/Area/District/State Program Activity

Goal: 5

Volunteer & Leadership Dev

**Contact**  
**Person(s):** Arlinda Nauman

**MPT No(s):** 8

**Statement of issues or problems to be addressed by this program:**  
It is fundamental to delivering quality programs in many areas of extension to have an adequate number of well-prepared volunteers. It is necessary to recruit, train, and support volunteers, both youth and adult, on an on-going basis. Both volunteer recruitment and retention are key factors needing to be addressed. The challenge in recruiting today's volunteer takes skill and knowledge. As more people enter the job market on a full-time basis, volunteer roles must be adjusted to fit the time available. This situation often leads to the need to recruit and support volunteers for roles demanding less time from each individual. To encourage more people to find time to volunteer, there must be a high level of support and recognition gained from the volunteer activity. This means effective training, motivation, and recognition of volunteers to enhance retention rates. Many volunteers seek new ways to collaborate and build partnerships. The focus is often on participatory or shared leadership in which the group takes responsibility for making decisions; developing a shared vision; and valuing the input of all. Success comes from group problem solving. Successful communities must have members who have the skills to share leadership and participate in community-based problem solving. Differences among people must be valued if we are to benefit from the input of a diverse group of people and get them actively involved in volunteerism. The program plays a significant role in developing volunteer leadership to address community needs. We have a statewide network of staff who recruit, train, and support volunteers to work with various programs in each county. There is a constant need to build a workforce of trained volunteers.

**Audience(s) targeted for this program:**  
4-H adult & youth volunteers  
Masters' program volunteers  
Appointed and/or elected community volunteers  
Volunteer leaders in community organizations  
CES staff  
Government, school & agency staff

<p><b>Goal(s):</b></p> <p>train and retain an adequate number of volunteers to help carry out programs.</p> <p>confidence and leadership capacity of volunteers.</p>	<p><b>Specific Program Objective(s):</b></p> <ol style="list-style-type: none"> <li>1) Increase and strengthen volunteer involvement in Extension Programs</li> <li>2) Diversify ways volunteers can contribute to the program</li> <li>3) Develop an attitude and philosophy that recognizes volunteers, youth and adults, as full partners in program development and delivery</li> <li>4) Develop skills and competencies in volunteers related to the subject matter they will work in</li> <li>5) Develop skills and competencies in volunteers related to making presentations, solving problems and public issues education</li> <li>6) Collaborate with other groups, organizations and agencies to build leadership and volunteer capacity</li> <li>7) Anticipate the worst case scenario with volunteers and train them to prevent and manage risks</li> </ol>
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**PLAN: (Indicate year of occurrence)**

<p><b>Indicators:</b> (Programs, activities or services to be included, expressed in quantitative or qualitative manner.)</p> <p>on (Fall '99)</p> <p>Develop appropriate tools to gather baseline data regarding volunteerism in order to</p> <p>Collect data</p> <p>Analyze data</p> <p>Contribute finds of data</p> <p>Training in each district on "Volunteer Recruitment and Retention" (FY 2000)</p> <p>Develop innovative methods of reaching public to motivate individuals to become a volunteer</p> <p>Use mass media and technology to market opportunities to volunteer</p> <p>Develop materials for recruiting (job descriptions, brochures, PSA's, etc.)</p> <p>Developing volunteer recognition</p> <p>Training in each district on "Training Volunteers" (FY 2001)</p>	<p><b>Outcome Indicators:</b> (Program results (outcomes) expected based on program goals.)</p> <p>Statewide data on current status of volunteerism in Idaho</p> <p>Number of CES staff trained in Volunteer Recruitment and Retention</p> <p>Number of new volunteers recruited by trained staff</p> <p>Retention rate for newly recruited volunteers</p> <p>Increased level of professionalism among volunteers</p> <p>Increased role satisfaction among volunteers</p> <p>Staff will use training evaluation and volunteer recruitment and retention data to improve skills in working with volunteers</p> <p>Trained volunteers with enhanced skills in reaching and training other adults</p> <p>Increased partnerships and stronger partnerships with other agencies and organizations that also rely on volunteerism to carry out programs</p> <p>Staff will have reputation within community as someone with expertise to solve problems working with volunteers and will be sought out by other groups for training</p> <p>Increase in number of counties and organizations using recommended methods to recruit and manage volunteers</p> <p>Evidence of improved collaboration &amp; cooperative problem solving among volunteer groups</p> <p>Volunteers who conduct programs with risk prevention plans in place</p>
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e management  
 alistic expectations  
 ancing  
 nizing groups  
 cruiting participants  
 nducting meetings  
 eveloping leadership skills  
 taining both participants & volunteers  
 ding quality material  
 ropriate subject matter training for volunteer role  
 I  
 aster gardeners  
 aster food preservers  
 re providers  
 nancial facilitators  
 hing skills  
 nderstanding developmental stages  
 arning styles  
 ources for teaching  
 ies and Procedures  
 rogram requirements & guidelines  
 k Management  
 vel Policies  
 orting requirements  
 toring  
 le modeling  
 th/Adult partnerships  
 orkshops on Volunteer Leadership Skills at State and District 4-H Leader  
 (annually)  
 eynote speakers who can address specific areas of volunteer recruitment,  
 and retention (annually)  
 rogram IMPACT Statements (annually)  
 trainings conducted (annually)

Enhanced community functioning particularly in areas requiring trained vo  
 Enhanced image for University of Idaho and CES as being engaged partner  
 community problem solving

(Faculty should plan 60% of available time. 1 FTE = 140-150 days)

Involved:		No. Days In-State Programming Per Faculty	No. Days Multi-State Programming Per Faculty	Program Assistants:		No. Days In-State Programming Per Assistant	
County Crops Educator		5	0	Marie	Armitage	10	0
County FCS Educator		20	0	Marie	Baucum	30	0
t (Volunteerism)		80	20	Val	Bowen	30	0
	Abo	67	0	Geni	Bywater	15	0
	Barton	10	0	Tina	Dickard	30	0
	Bell	65	0	Traci	Graves	20	0
	Benesh	15	5	Charmaine	Jensen	20	0
	Bischoff	5	0	Teah	Jones	20	0
	Cheldelin	65	5	Kim	Keller	54	0
	Cheyney	5	0	Dana	Kolstad	35	0
	Christensen	5	0	Vivan	Meyer	23	0
	Church	5	0	Dana	Miller	25	0
	Craig	7	3	Elaine	Mussmann	30	0
	Dahl	5	0	Monica	Reigel	25	0
	Edwards	12	8	Josette	Stellars	20	0
	Falen	5	0	Jean	Taylor	10	0
	Findlay	5	3	Cathy	Venosdel	35	0
	Garrard	5	0	Bob	Whitehead	40	0
	Gibson	18	6	Kathy	Whittiker	20	0
	Goodwin	5	5				
	Gortsema	10	0				
	Hamilton	10	0				
	Harris	11	1				
	Harrison	10	2				
	Hawkins	5	0				
	Hazen	5	0				
	Healy	10	0				
	Keetch	5	0				
	Lanting	5	0				
	Later	5	0				
	Mitchell	5	5				
	Morales	5	0				
	Nash	7	3				
	Nauman	12	8				
	Nest	24	0				
	Ohlensehlen	10	0				

	Parkinson	2	0				
	Panting	2	0				
	Parr	30	0				
	Pike	60	10				
	Robbins	5	0				
	Roy	5	0				
	Shaklee	10	0				
	Shank	90	0				
	Smith	13	0				
	Smith	60	5				
	Stimpson	10	0				
	Thaemert	5	0				
	Van Slyke	20	0				
	Webb	38	0				
	Wilson	45	9				
	Woffinden	30	0				
		973	98				

<b>No. of Volunteers:</b>		<b>No. Days In-State Programming For Volunteers</b>	<b>No. Days Multi-State Programming For Volunteers</b>
Ada County	10	45	0
Kootenai County	60	75	10
Benewah County	15	20	0
Lewis County	15	20	0

**External Partners (Other agencies or groups with whom you will link in conducting this program, both in-state and multi-state) and program will be:** *(Include agency, state, and individual names involved.)*

- Service Agencies & Organizations
- Agencies (public & private)
- Centers
- Commodity Groups
- Classes
- Justice System
- Welfare
- Volunteering agencies
- Organizations (Kiwanis, Rotary, Lions Optimists, etc.)
- Private Agencies
- (WA, OR, WY, UT, MT, NM, AZ, CO, NV, CA)

**Resources needed: (Publications, A-V Aids, training, specialists assistance, etc.)**

**Program Duration:**

on tools for gathering data related to volunteerism  
r evaluating impact of training with statewide impact indicators  
te curriculum for subject-matter training  
of successful strategies from other states and/or groups

X **FY000** Tools developed to collect baseline data on Volunteerism.

X **FY001** District Training on Volunteer Recruitment & Retention.

X **FY002** District Training on Volunteer Training.

X **FY003** Collect new statewide data to compare to baseline data collected i

X **FY004** Modify techniques being used in volunteer recruitment, training &  
based on data findings.

## Multi-State Programming

The three states of the Pacific Northwest have a long well known tradition of collaboration. Idaho, Oregon, and Washington have many programs and activities that can be described as “multi-state,” some formal, and many informal. Due to limited resources, programs and specialists are often shared with no exchange of dollars. Specialists distribute their newsletters to the other states, or contribute to newsletters distributed in all three states. Bordering counties plan and work together, and faculty respond to questions from each others’ counties, across state boundaries. Faculty and staff training opportunities are often jointly planned, or are open to personnel from the other two states to attend. Conferences are jointly planned and open to all three states, and satellite programs developed in the three states have been down-linked nationwide with many states participating. Perhaps the most formal and well established collaboration among the three states is the PNW Publications process where publications that are relevant to all three states are jointly written and reviewed, published by the lead state, and made available to the other two states as well. With the University of Idaho and Washington State University located only eight miles apart, many joint programs are held at one university or the other.

Idaho also collaborates in programming with several other states in the Western Region, and the nationwide Extension system. Collaborations include joint program planning and implementation, sharing of materials and faculty expertise, and joint funding of special projects. Alaska, Idaho, Oregon, and Washington jointly fund a liaison position with the regional EPA office located in Seattle, Washington. Negotiations are underway with Oregon concerning sharing county expertise across state lines. Wyoming provides funding for 20 percent of an Idaho county faculty position to serve an isolated county in Wyoming, adjacent to the Idaho border.

A survey was conducted in Idaho to identify the amount of multi-state programming occurring in FY 97. Based on the data gathered through the survey the dollar value of multi-state programming in FY 97 was \$622,752. Twenty-five percent of our FY 99 federal formula funds is \$625,310. For the new plan of work the dollar value of our multi-state programming will be \$1,985,000, significantly greater than 25%. That figure is based on the value of one FTE being \$100,000 which includes salary, fringe, and support. A listing of our Planned Multi-State Extension Programs follows. The first list is for our program/activities planned with Washington State University and Oregon State University, our primary partners in multi-state programming. The second list is for multi-state work with states in addition to Washington and Oregon.

### Planned Multi-State Programs with Washington, Oregon, and Idaho

<b>Program/Activity</b>	<b>WA (FTE)</b>	<b>OR (FTE)</b>	<b>ID (FTE)</b>
<b>CSREES Goals 1 &amp; 4</b>			
<b>Direct Seeding (no till) PNW STEEP</b> dryland systems of the NW	0.50	1.00	0.50
<b>Small Grain Variety Testing</b>	1.25	1.00	0.50
<b>Potato Variety Testing and Production</b>	1.00	1.00	1.00
<b>Grass Seed</b> Reduced field burning	0.05	0.50	0.50
<b>NW Center for Small Fruits</b> NW Berry & Grape information network	1.00	1.50	0.50
<b>Tree Fruit Production</b>	0.30	0.50	0.25
<b>Horticulture and Nursery Programs</b> Master Gardeners, ornamental seminars	0.25	0.50	0.50
<b>Reciprocal PAT Training Program</b>	1.50	1.00	1.00
<b>Livestock Production</b> Cow-calf management guide, Nat'l Beef handbook and database, intermountain cow symposium, Pork 2000, western dairy management, forage programs.	1.50	1.00	1.50
<b>Sustainable Agriculture</b>	1.00	1.00	1.00

SARE Ext., beef marketing A to Z-Retained ownership, small acreage programs, riparian grazing projects, composting, IPM			
<b>Salmon Restoration-all program areas</b> Forest & Ag practices, watershed stewardship, watershed councils, urban impacts, waste management, economic impacts	1.00	2.00	1.50
<b>Proper Functioning Condition</b> Grazing of riparian areas working group, public lands issues	0.15	1.50	0.50
<b>Forestry</b> Native hardwoods, spiral forest products, Mid-Columbia Valley Forestry Ext. Christmas trees, Continuing Education, Agro-Forestry	1.00	0.50	0.75
<b>Situation and Outlook</b> Farm management, marketing, policy, rural development, Agr-Credit, risk management	2.00	1.00	0.50
<b>CSREES Goal 2</b>			
<b>Food Safety</b> Master food preserver, better process control schools, training for meat processors	0.25	0.20	0.25
<b>CSREES Goal 3</b>			
<b>Healthy Well-Nourished Population</b> Improved diets for improved health			0.25
<b>CSREES Goal 5</b>			
<b>4H Youth Development Education</b> Curriculum development teams, leader forum, professional development, leader training, national development, team leadership comp, regional 4H marketing, WA/ID HUB group, child care network, impact assessment project	2.75	2.00	2.00
<b>Family and Consumer Sciences</b> High school financial planning, gerontology, parenting, welfare reform, community food systems	1.00	0.50	1.00
<b>Pacific Northwest (PNW) Publication Series</b> 4-H Youth, IPM, FCS, Agriculture Production	2.00	2.00	2.00
<b>Community Development</b>			1.00
<b>Totals</b>	<b>18.50</b>	<b>18.70</b>	<b>17.00</b>

### Additional Multi-State Work

<b>Program/Activity</b>	<b>Goal</b>	<b>Collaborators</b>	<b>ID (FTE)</b>
<b>Cross Border Labor Migration</b> Data was collected from employees who work in one state and live in another and their employers to see where they purchased their life needs. This was to determine if the purchasing patterns of commuters was different than non-commuters.	1&4	NV, WY, AZ	0.20
<b>FSA Class Duck Valley Indian Reservation</b> Teaching farm and financial management to families on the Duck Valley Indian Reservation to help them meet the requirements for a Farm Service Agency loan.	1	NV	0.05
<b>Natural Resource Camps</b> Youth camps	4	WA, WY	0.20
<b>Inside Beef (Ranch to Rail)</b> Retained Ownership analysis for ranchers	1	NV	0.10
<b>Goatgrass</b> Jointed Goatgrass initiative technology transfer	4	MT, WY, CO, NE, KS, WA	0.10
<b>Livestock Ethics</b> National Symposiums Training materials National Livestock Ethics Council	1	OH, CO	0.20

<b>Training for Child Care Providers</b> Satellite training, written materials and multi-state conferences	5	Western Region	0.25
<b>Small Acreage Farming</b> Family owned small acreage which produce \$50,000 or less in annual income.	1	CA	0.10
<b>Public Land Policies</b> Input/Output studies comparing the economic and social linkages in western Public Land states. The goal is to evaluate the local effects of public land use policy alternatives.	4	NM, NV, OR, WY, UT, CO	0.25
<b>Nematology Program</b> Sugar beet nematode management programs including nematode diagnostic lab services (ID)	1	OR, CA, MT, WY, CO, NE, WA	0.20
<b>Welfare Reform</b> Training materials for families transitioning off welfare	5	WI, TX, KY, OR	0.25
<b>Cow-Calf Management Guide</b> Western Region Publication	1	WA, OR, CA, NV, UT, AZ, NM, MT, CO, HI, WY	0.25
<b>Farm Management Training</b> Conducting educational programs on producer risk management.	1	MT, UT, OR, WA, IN	0.15
<b>WIRE – Western Integrated Ranch Education Program</b> Combines education in physical production management, resource management and financial planning and management for western ranch operations. A case ranch is used to present management choices and problem solving techniques to participants.	1	MT, UT, WY	0.25
<b>Aquaculture</b> Western Region Aquaculture Center Pollutant reduction, trout virus Advisory Council	1	AK, WA, OR, CA, NV, AZ, MT, WY, CO, NM	0.15
<b>EXTONET</b> Programming in pesticide and food toxicology	1	CA, MI, OR, WA	.10
<b>CRM Plan for Cub River</b> Coordinated Resource Management Plan		UT, WY	.05
<b>Total Additional Multi-State FTEs</b>			2.85
<b>Idaho's Planned FTEs Collaborated with OR, WA</b>			17.00
<b>Total Multi-State FTEs</b>			19.85

Dollar Value based on \$100,000 per FTE = \$1,985,000. 25% of FY99 Federal formula Funds = \$625,310

## Multi-Functional Programming

There are three major ways in which the research and extension functions are integrated. First, there are formal Regional Research and Extension Coordinating Committees that meet regularly to plan, conduct and evaluate projects that include research and extension components. A new Overall Regional Multi-Function Committee (RCIC) will meet in the summer of 1999 to review and approve the work of these coordinating committees. Second, there are multidisciplinary working teams of faculty and staff that include both research and extension personnel. These teams form to address critical issues and provide major program thrusts. Third, many faculty are appointed with joint appointments in extension and research to provide the closest possible integration of these functions. By virtue of our program planning process, faculty with research and extension appointments come together to plan and implement programs based on identified needs.

### Faculty Appointments

First	Last	Dist	County/Dept	Ext. Title	Ext	Res	Tch
Barbara	Abo	2	Ada	Extension Educator	100		

Erik	Anderson		Ag & Ext Educ	Extension Specialist	55.52	44.48	
Craig	Baird		PSES-Ent.	Extension Specialist	90		
Dan	Barney		PSES-Plant Sci	Extension Specialist	45	55	
David	Barton	1	Latah	Extension Educator	100		
Dick	Battaglia		AVS	Dept Head	39.01	24.26	36.73
Ed	Bechinski		PSES-Ent.	Extension Specialist	0	90.32	9.68
Susan	Bell	2	Ada	Extension Educator	100		
Carol	Benesh		State 4-H		0	100	
Phil	Berger		PSES-Plant Path	Div. Chair	0	85	15
Marilyn	Bischoff	2	Ada	Extension Educator	100		
Bill	Bohl	4	Bingham	Extension Educator	100		
Keith	Bramwell	4	Clark	Extension Educator	100		
Randy	Brooks	1	Clearwater	Extension Educator	100		
Brad	Brown		PSES-Soils	Extension Specialist	50	50	
Katie	Cheldelin	2	Canyon	Extension Educator	100		
Chad	Cheyney	3	Butte	Extension Educator	100		
Diana	Christensen	3	Gooding	Extension Educator	100		
Jim	Church	1	Idaho	Extension Educator	100		
W. Michael	Colt		PSES-Plant Sci	Extension Specialist	90		
Will	Cook	2	Gem	Extension Educator	100		
Mary Jean	Craig		State 4-H		100		
Becky	Dahl	4	Bannock	Extension Educator	100		
Jim	DeShazer		BAE	Dept Head	10	39.73	50.27
Ed	Duren		AVS	Extension Specialist	100		15
Janet	Edwards		State 4-H		75		
Jerry	Exon		FST	Dept Head	25	65	10
Christi	Falen	3	Minidoka	Extension Educator	100		
Dean	Falk		AVS	Extension Specialist	100		
Ed	Fiez		AVS	Extension Specialist	100		
Reed	Findlay	4	Bannock	Extension Educator	100		
Terry	Finnerty	1	Bonner	Extension Educator	100		
Brian	Finnigan	4	Bingham	Extension Educator	100		
Gary	Fornshell	3	Twin Falls	Extension Educator	100		
Bob	Forster		PSES-Plant Path	Extension Specialist	75	25	
Linda	Fox		FCS	Dept Head	51	23.33	25.67
Marlene	Fritz		Ag Communications	Extension Specialist	75	25	
John	Gallian		PSES-Plant Path	Extension Specialist	60	40	
Ann	Garnsey		Ag & Ext Educ	Extension Specialist	100		
Richard	Garrard	3	Cassia	Extension Educator	100		
Chad	Gibson	2	Owyhee	Extension Educator	100		
Gene	Gibson	1	Bonner	Extension Educator	100		
Jeff	Goodwin		State 4-H	Extension Specialist	100		
Stanley	Gortsema	4	Power	Extension Educator	100		
Linda	Gossett	2	Ada	Extension Educator	Soft	Funds	
C. Wilson	Gray		Ag Econ	Extension Specialist	100		
Joe	Guenther		Ag Econ	Extension Specialist	70	30	
Stephen	Guy		PSES-Plant Sci	Extension Specialist	80	20	
Saad	Hafez		PSES-Plant Path	Extension Specialist	50	50	
George	Hamilton	4	Jefferson	Extension Educator	100		
Jay	Hanson	4	Teton	Extension Educator	89.9	10.1	
Gale	Harding	4	Madison	Extension Educator	100		
Aaron	Harp		Ag Econ	Extension Specialist	60	40	
Lynn	Harris	4	Franklin	Extension Educator	100		
Steven	Harrison	4	Caribou	Extension Educator	100		
Ken	Hart	1	Lewis	Extension Educator	100		
James	Hawkins	3	Custer	Extension Educator	100		



Bill	Hazen	3	Gooding	Extension Educator	100		
Beverly	Healy	2	Owyhee	Extension Educator	100		
Dan	Hinman		AVS	Extension Specialist	50	50	
Ronda	Hiring		PSES-Ent.	Pesticide Coordinator	80	20	
James	Johnson		PSES-Ent.	Div. Chair	0	70.61	29.39
Wayne	Jones	4	Bonneville	Extension Educator	100		
Tom	Karsky		BAE	Extension Specialist	70		30
Gordon	Keetch	2	Adams/Washington	Extension Educator	100		
Kristin	Keith	2	Ada/Canyon	Extension Specialist	Soft	Funds	
Brad	King		BAE	Extension Specialist	20	80	
Rhea	Lanting	3	Twin Falls	Extension Educator	100		
Lorie	Later	4	Jefferson	Extension Educator	100		
Gary	Lee				60	40	
Audrey	Liddil	4	Bannock	Extension Educator		100	
Robert	Loucks	3	Lemhi	Extension Educator	100		
Bernadene	Magnuson		FST	Extension Specialist	40	60	
Bob	Mahler		PSES-Soils	Extension Specialist	45	19	36
Ron	Mahoney		Forestry	Extension Specialist	100		
Frankie	Marler	2	Ada	Extension Educator	100		
Neil	Meyer		Ag Econ	Extension Specialist	100		
David	Mitchell		State 4-H	Extension Specialist	100		
Krishna	Mohan		PSES-Plant Path	Extension Specialist	70	30	
Myron	Molnau		BAE	Extension Specialist	20		
Pat	Momont		AVS	Extension Specialist	80	20	
Bev	Montgomery	2	Canyon	Extension Educator	100		
Barbara	Morales	3	Jerome	Extension Educator	100		
Don	Morishita		PSES-Plant Sci	Extension Specialist	75	25	
Scott	Nash	4	Bingham	Extension Educator	100		
Arlinda	Nauman		State 4-H	Dept Head	100		
Denny	Naylor		PSES-Soils	Div. Chair	0		
Howard	Neibling		BAE	Extension Specialist	80	20	
Jim	Nelson		Ag Econ		20	65	15
Judy	Nest	1	Latah	Extension Educator	100		
Jay	Ney	1	Nez Perce	Extension Educator	100		
Phillip	Nolte		PSES-Plant Path	Extension Specialist	90	10	
Rick	Norell		AVS	Extension Specialist	100		
Bob	Ohlensehlen	3	Twin Falls	Extension Educator	100		
Nora	Olsen		PSES-Plant Sci	Extension Specialist	80	20	
Joel	Packham	4	Bear Lake	Extension Educator	100		
Rauhn	Panting	4	Oneida	Extension Educator	100		
Vickie	Parker-Clark	1	Kootenai	Extension Educator	100		
Stuart	Parkinson	4	Franklin	Extension Educator	100		
JoAnn	Parr	3	Cassia	Extension Educator	100		
Paul	Patterson		Ag Econ	Extension Specialist	100		
Barbara	Petty	4	Bonneville	Extension Educator	100		
Michele	Pike	4	Bonneville	Extension Educator	100		
Martha	Raidl		FCS	Extension Specialist	80	20	
Neil	Rimbey		Ag Econ	Extension Specialist	80	20	
JoAnn	Robbins	3	Blaine	Extension Educator	100		
Larry	Robertson		PSES-Plant Sci	Extension Specialist	100		
Kathy	Roy	2	Canyon	Extension Educator	100		
Bob	Rynk		BAE	Extension Specialist	80	20	
Ken	Sanders		Range	Extension Specialist	80.2		
Larry	Sandvol		PSES-Ent.	Extension Specialist	100		
Mary	Schmidt	1	Idaho	Extension Educator	100		
Chris	Schnepf	1	Kootenai	Extension Educator	100		

Mir-M.	Seyedbagheri	2	Elmore	Extension Educator	100		
Harriet	Shaklee		FCS	Extension Specialist	100		
Stephanie	Shank	2	Gem	Extension Educator	100		
Wayne	Sharp	4	Fort Hall	Extension Educator		100	
Glen	Shewmaker		PSES-Plant Sci	Extension Specialist	70	30	
Larry	Smith	1	Nez Perce	Extension Educator	100		
Rosa	Smith	2	Payette	Extension Educator	100		
Jeff	Stark		PSES-Plant Sci	Div. Chair	12	68	20
Valdasue	Steele	1	Benewah	Extension Educator	100		
Janice	Stimpson	4	Clark/Fremont	Extension Educator	100		
Bob	Stoltz		PSES-Ent.	Extension Specialist	90	10	
Garth	Taylor		Ag Econ	Extension Specialist	50	50	
Ron	Thaemert	3	Lincoln	Extension Educator	100		
Shelley	Thorpe	4	Caribou	Extension Educator	100		
Ruth	Van Slyke	1	Nez Perce	Extension Educator	100		
Roger	Veseth		PSES-Soils	Extension Specialist	50		
David	Wattenbarger	1	Boundary	Extension Educator	100		
Linda	Webb	2	Valley	Extension Educator	100		
Mike	Weiss		PSES	Dept Head	43	51.88	5.12
Doris	Williams		FCS	Extension Specialist	75	25	
Jim	Wilson	1	Kootenai	Extension Educator	100		
Russ	Withers		Ag Econ	Dept Head	0	73.31	26.69
Sharlene	Woffinden	4	Bear Lake	Extension Educator	100		
Mary Lee	Wolf	4	Madison	Extension Educator	100		
<b>4-H Specialist (Volunteerism)</b>			State 4-H	Extension Specialist	100		
			FCS	Extension Specialist	100		
			FCS	Extension Specialist	65	35	
FCS Food Safety Specialist			FCS	Extension Specialist	75	25	
Jerome Crops Educator		3	Jerome	Extension Educator	100		
Lemhi County Educator		3	Lemhi	Extension Educator	100		
Twin Falls Crops Educator		3	Twin Falls	Extension Educator	100		

## Multi-Institutional Programming

The Idaho Cooperative Extension System collaborates with several other institutions and state agencies within Idaho. University of Idaho faculty work collaboratively with the College of Southern Idaho, Northern Idaho college, Ricks College, Idaho State University, and Boise State University to offer academic credit classes from the University of Idaho.

Several counties and the State 4-H staff have collaborative relationships with public school systems through out the state and the State Department of Education to provide high quality inexpensive school age child care programs. These programs currently serve over 5,000 youth and an increasing number of communities are requesting assistance in this program area from the Cooperative Extension System.

University of Idaho county faculty located geographically close to Idaho State University and Boise State University have collaborated with faculty from those institutions to provide college students to serve as mentors (for academic credit) to elementary and middle school youth identified as high risk by their teachers and school counselors. University of Idaho faculty have also collaborated with faculty from Boise State University and Lewis and Clark State College to provide mobile computer lab for youth in University of Idaho Cooperative Extension School Age Child Care Programs. There are joint efforts in public policy education involving collaboration with Idaho State and Boise State Universities.

Six University of Idaho faculty members work with Idaho State University to host a health conference each spring and one is involved in providing a community nutrition class in collaboration with Idaho State University. One University of Idaho faculty member cooperates with Boise State University to provide a "Health Week for Teachers," summer credit class.

Three University of Idaho faculty were involved with the Idaho Water Resources Research Institute to develop a national waste management curriculum for youth in grades 6 – 9.

The University of Idaho collaborated with the Idaho Department of Health and Welfare to jointly fund a person to coordinate educational programming related to welfare reform. We also collaborated to provide training to prevent teens from using tobacco.

Numerous University of Idaho faculty collaborate with the Idaho Department of Agriculture, Idaho Food Processors, Idaho Department of Water Resources, Division of Environmental Quality, Bureau of Land Management, Forest Service and other ag related institutions to provide educational programs to benefit agriculture in Idaho.

## **Financial Documentation Related to Idaho**

The following financial spreadsheet shows the level of federal formula funds in proportion to all other funds available at the Director of Extension level. The data also shows that all matching requirements are met and that the federal formula funds are being leveraged. Funds are being spent on human resources and operations to address critical issues of high priority to our stakeholders. More than 25% of our federal formula funds are being utilized for multi-state, multi-institutional, multi-disciplinary, and integrated activities.



## Merit Review Process

The merit review process for the Idaho Cooperative Extension System was conducted in conjunction with the states of Washington and Oregon. These Pacific North West (PNW) states have a long history of joint programming efforts in both extension and research. While we are collaborative states, we are also competitive in many regards. This leads to a quality programming because our efforts are frequently compared.

Idaho established a review team to review the plans of both Oregon and Washington. This team reviewed every component of each plan, making suggestions for improvement. Oregon and Washington review teams each reviewed our overall plan. Feedback was provided and incorporated into the plan hereby submitted. Idaho's team to review the plans of Washington and Oregon included:

- Associate Director Cooperative Extension System and Director Idaho State 4-H, Arlinda Nauman
- Department Head, Plant Soil and Entomological Sciences, Michael Weiss
- Department Head, Biological and Agricultural Engineering, James DeShazer
- Department Head, Food Science and Toxicology, Jerry Exon
- Department Head, Animal and Veterinarian Science, Dick Battaglia
- Director, School of Family and Consumer Sciences, Linda Fox
- Extension Nutrition Specialist, Martha Raidl
- Extension Community Development Specialist, Neil Meyer

Review comments from our review team were consolidated by the Associate Director and submitted to each state for their consideration.