

DISTRICT OF COLUMBIA

COOPERATIVE EXTENSION SERVICE

AGRICULTURAL EXPERIMENT STATION

FY 2003

JOINT ANNUAL REPORT

OF

ACCOMPLISHMENTS AND RESULTS

March 1, 2004

UNIVERSITY OF THE DISTRICT OF COLUMBIA

District of Columbia
Cooperative Extension Service and Agricultural Experiment Station
FY 2003 JOINT ANNUAL REPORT OF ACCOMPLISHMENTS AND RESULTS

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District of Columbia

Cooperative Extension Service and Agricultural Experiment Station

FY 2003 JOINT ANNUAL REPORT OF ACCOMPLISHMENTS AND RESULTS

INTRODUCTION

The Agricultural Experiment Station (AES) and the Cooperative Extension Service (CES) have continued to work together in finding solutions to urban community problems. Our mission is to enhance the quality of life for the residents of the District of Columbia through our urban agricultural initiatives by promoting life long learning, research, public service, and community development. AES' agricultural initiatives were based on our definition of "urban agriculture" -- the branch of agriculture that addresses unique and germane problems pertaining to the urban and peri-urban environment. Through research, teaching, and engagement, our urban agricultural endeavors seek to assist in producing sustainable, healthy environments and communities, thereby enhancing the quality of life for citizens of the District of Columbia. Our urban agricultural research initiatives included, but were not limited to, social and economic concerns, human health and nutrition, a healthy society, homeless population, environmental education and stewardship, land usage resource conservation, water quality, urban gardening and food productivity, insect and pest control, and community vitality. AES has continued to develop and implement urban agricultural initiatives: (1) through partnerships with the DC Public Schools, public/private agencies, businesses, other institutions and organizations; (2) through the development of networks with internal and external advocates; (3) by addressing urban issues based on the Mayor's priorities, (4) by focusing on the restoration of the Chesapeake Watershed; (5) by creating opportunities for increased communication between AES management, researchers, and the UDC administration/community; and (6) by broadening our information transfer base.

The Cooperative Extension Service made great strides into providing educational services to a greater number of our various ethnic and cultural customers (Hispanics, Asians, African-Americans, Caucasians, and Africans). Through an interdisciplinary collaboration between CES Units (Environment & Natural Resources, Family & Consumer Sciences and Housing and Environment), we have added value to a health & environment issue facing the District and many of our at-risk populations. We have enhanced program services through our Center for Cooperatives/C.H. Kirkman, Jr. Resource Library for the Study for Cooperatives, and forged strong partnerships with national and local Cooperatives, Organizations and businesses. The DC READS literacy program has provided tutoring to elementary school-aged youth through our well-trained and professional UDC student tutors, and our public/private partnerships. The CES Center for Nutrition, Diet and Health (CNDH) provided special issue research, and education resource and development/services for direct/indirect customer benefit in food safety education and certification. We continue to provide programs to support family and community development, consumer and financial knowledge and skills, nutrition, and health, youth development, horticulture, and reading literacy. AES and CES continue to

strengthen participation through regional research, community activities and engagement in more collaborative and partnership efforts.

A. FY 2003 ACCOMPLISHMENTS AND RESULTS

GOAL I: AN AGRICULTURAL SYSTEM THAT IS HIGHLY COMPETITIVE IN THE GLOBAL ECONOMY

Overview:

The DC Cooperative Extension Service and the DC Agricultural Experiment Station have continued to be unique in the land-grant system, as they exist and operate solely in an urban environment. Agriculture in the District of Columbia through CES is best characterized as horticulture. Urban agriculture was addressed by providing Home Lawn and Gardening Services to the residents of the District. We have expanded our Master Gardener and Junior Master Gardener Program and participation for the enhancement of our urban agricultural services for our customers.

Smith-Lever Act Funds, Matching and Private Funds and other Federal Grant Funds were expended on this goal at the cost of \$70,194. A full-time equivalent of 0.75 personnel was utilized to support this goal.

Key Theme: Home Lawn and Gardening

- a. **Description:** A high-demand for Home Lawn and Gardening Assessment Programs and the Soil Testing Service were expanded to increase service capacity and this increasing service impacted beneficially on District residents. Building on the findings of Urban Gardening researchers at the DC Agricultural Experiment Station, hundreds of residents cultivating home and public gardens have impacted thousands with increased produce through sustainable agricultural methods. The aesthetic value of nature, as well as its' value to the physical & mental health of man are well known. Through continual exposure to a variety of urban environmental substances and conditions on the lawns and gardens of District residents, our residents have sometimes experienced adverse affects on their quality of life. The Home Lawn and Gardening Program provided technical assistance to residents, businesses and neighborhood associations seeking advice on the beautification of the public spaces within their neighborhoods and homes.
- b. **Impact:** Direct technical assistance and instruction were provided through residential and commercial site assessment visits, soil testing, telephone consultations (965 phone calls) and other educational methods. One hundred and twenty-three (123) soil samples were tested for District residents. Fifty-three (53) site assessments provided assistance to area public and private facilities to determine disease and/or the conditions of lawns, trees, plants and shrubs, yielding recommendations for treatment, pruning, removal, and transplanting, as well as suggestions for alternative landscape design plans to beautify and save the environmental welfare of the areas. It is estimated that this program impacted two hundred residents and immeasurable transients traveling on the streets within the treated sites. Qualitative assessment indicates that the impact of these improvements was evident through the personal and

community pride reflected by residents, neighbors, and the community volunteers who undertook the work by contributing in excess of 1,500 hours.

- c. **Funding:** Smith Lever Funds/State Matching Funds
- d. **Scope:** State Specific

Key Theme: Urban Gardening

- a. **Description:** The Master Gardener Program and The Junior Master Gardener Program exposed adults and youth to principles of horticulture to increase awareness and educational opportunities through the study of agriculture. The Junior Master Gardener Program provided inner-city youth with hands-on horticultural skills training and environmental experiences that instilled a sense of empowerment and accomplishment. The overall objective for the Master Gardener Program is to train Washington, D.C. citizens to be resources in their communities for gardening expertise. UDC trained Master Gardeners in the community to increase the outreach of cooperative extension, provided a level of valuable horticultural education for individuals, and provided a foundation for beautification of the District of Columbia.
- b. **Impact:** Four hundred and eighty Junior Master Gardeners had their own outdoor vegetable garden plots to plant, maintain, and harvest. The garden harvests were shared with family, as well with the DC Central Kitchen. The homeless shelters in the District of Columbia received their food from the DC Central Kitchen. Two new registered Junior Master Groups were formed in partnership with the District of Columbia Parks and Recreation. Forty Master Gardeners were trained at UDC. Master Gardeners provided 1,500 hours of horticultural expertise to the District of Columbia.
- c. **Funding:** Smith Lever/State Matching Funds
- d. **Scope:** State Specific

GOAL II: A SAFE SECURE FOOD AND FEBER SYSTEM

Overview:

The UDC Cooperative Extension Services' Center for Nutrition, Diet and Health (CNDH) assisted District residents in acquiring knowledge, skills, and behaviors necessary for healthy lifestyles throughout the life cycle. The mission of the Center is research and education. It seeks to provide District's residents and agencies with an administrative home for various basic and applied research projects and educational programs in nutrition, diet and health. CNDH programs are designed to address the scientific, technological, social, economic, and cultural needs of its constituency.

The Center reported on the following research and education programs/projects under this Goal which are 1) The Americorp Project, 2) District of Columbia Food Handler Certification Model Program Project, and 3) Farmers' Markets and Farm Stands Nutrition Education Program.

One of AES's Multistate research projects was in collaboration with scientists from the Produce Quality and Safety Laboratory to study the quality of microbial changes in treated freshly-cut fruits treated and held in a controlled atmosphere. It was determined that microbial

development was highest on non-treated samples and lowest in treated samples. Recently, a paper entitled “Sanitary Dips with Calcium Chloride or Calcium Amino Chelate Maintain Quality and Shelf Stability of Fresh-cut Honeydew Chunks” was accepted for publication in POSTHARVEST BIOLOGY AND TECHNOLOGY journal. Additionally, this multistate project was nominated and won the Northeast Region Agricultural Experiment Station Award for research of the year.

Smith-Lever Act Funds, Matching and Private Funds and other Federal Grant Funds were expended on this goal at the cost of \$191,277. A full-time equivalent of 2.68 personnel was utilized to support this goal.

Key Theme: Resource Management

- a. **Description:** The Americorp volunteers continued their work from fiscal year 2002 with the DC Food Handler Certification Program Model project. The volunteers continued to be recruited and managed by the Center. The volunteers continued to help with gathering information from, and getting information to hard-to-reach small non-commercial service agencies, assist with the digital divide, complete assessment data for future certification through the program, assist with community assessments, coding of data, and follow-up telephone calls to agencies. The primary focus for this reporting period is childcare agencies. The Center continued to provide the students with an opportunity to volunteer.
- b. **Impact:** The program recruited 12 volunteers during fiscal year 2003 who are college students, 11 of whom are from Americorp. Assessments have been completed on 145 small, non-commercial service agencies. Funding has currently decreased to support the current Americorp Program at Howard University, however new volunteer efforts are underway to support the existing relationship with the Howard University Community Association and the Center for Nutrition, Diet and Health for the upcoming year.
- c. **Funding:** USDA/CSREES Grant and Howard University Americorp Program
- d. **Scope:** State Specific

Key Theme: Institutional Engagement

- a. **Description:** The development of Marketing Materials to advertise the Center for Nutrition, Diet and Health was a critical activity that took place during this reporting period. The following materials were developed: A Center logo, brochure, business cards for staff, stationary, envelope, double pocket folder, and a six panel exhibit. The logo is the identifying symbol for the Center. The brochure includes the mission, purpose, objectives, and funded applied research projects. A two-sided panel highlighting the Center’s Extension education programs was developed as an insert to the brochure. The six-panel exhibit will be used through the District in participation at health fairs and other public functions.
- b. **Impact:** 3000 copies of the materials have been reproduced and ready for distribution
- c. **Funding:** Donations and community partners
- d. **Scope:** State Specific

Key Theme: Food Handling

- a. **Description:** This District of Columbia Food Handler Certification Model Program Project is continuing from fiscal year 2002. The project is designed to assist the local Department of Health to comply with the 2001 Federal Food Code, which recommends standards for regulations of the District's food service operations. This project will assess the food handler needs and develop a preparatory Extension education program to increase the incidence and success of low-literacy and hard-to-reach food handlers in passing the national food handler/manager certification examination. This will be achieved through the testing of four teaching methodologies (self study in groups, individualized CD-ROM, traditional classroom/lecture, and virtual distance learning). Approximately 200 second-level food handlers will participate in the study and focus groups. All study participants received all of the training needed to sit for the national examination. Continuing Education Units (CEU) were available to project participants.
- b. **Impact:** Needs assessments have been completed on 145 agencies, and 130 food handlers have received the preparatory training from 125 community based organizations and agencies; 130 food handlers have taken the national certification examination; and 130 food handlers have completed the pretest and posttest. Pilot data analyses have been conducted on one component of the project. Complete Impact data will be reported during fiscal year 2004.

Impact data on the pilot results include the following: Responses to the question asked of participants for food that is from the US FDA Food Code on private home food packaging showed 46% answered correctly on the pre-test and 77.2% answered correctly on the post-test. In addition participants answered on a question on cooking and cooling temperatures for poultry, stuffed pork or beef showed 30% answered correctly on the pre-test and 82.2% answered correctly on the post-test. Responses to defrosting temperatures showed 53.3% answered correctly on the pre-test and 82.4% answered correctly on the post-test. Knowledge on questions that ask proper handling of equipment for ice showed 68.8% answered correctly on the pre-test and 92.2% answered correctly on the post-test. Knowledge of hot food held during service showed 42.2% answered correctly on the pre-test and 83.8% answered correctly on the post-test. Knowledge of the protocol for procedures on food service workers with AIDS showed that 40.9% answered correctly on the pre-test in relation to CDC protocol and 82.4% answered correctly on the post-test. Knowledge of food service workers with a minor cut or wound showed that 46.2% answered correctly on the pre-test and 67% answered correctly on the post-test. Knowledge of Staphylococcal food intoxication contamination answered correctly by 26.5% of the respondents on the pre-test and 67.3% on the post-test. Responses to the procedure for sanitizing equipment and utensils at the correct chemical and water temperatures revealed that 33.3% answered correctly on the pre-test, and 69.3% answered correctly on the post-test. In addition, participants answered correctly in relation to the proper cleaning and sanitizing procedure for glasses and cups at 40.2% on the pre-test and 85.6% on the post-test. Responses on what to do with wash and rinse cloths that are used on non-food contact surfaces of equipment showed that 32.1% answered correctly on the pre-test and 73% answered correctly on the post-test. Those participants who answered correctly on how to chemically sanitize food-contact surfaces showed that 14.9% answered correctly on the pre-test and 67.4% answered correctly on the post-test.

- c. **Funding:** United States Department of Agriculture (USDA), Cooperative State Research, Education, and Extension Service (CSREES); This is the third year of the \$300,000.00 project.
- d. **Scope:** State Specific

Key Theme: Food Accessibility and Affordability

- a. **Description:** The Farmers’ Markets and Farm Stands Nutrition Education Program was initiated in fiscal year 2002. It provides food safety and nutrition education on the selection of foods sold at the Farmers Markets and Farm Stands and food purchases made with Food Stamps and Women, Infant and Children (WIC) vouchers. A key component of the food safety education is the proper washing of fruits and vegetables. A yearly assessment is conducted of the markets in order to determine fresh produce available to the customers. The nutrition education is centered on the fruits, vegetables and herbs sold at the markets, and how to incorporate the fruits and vegetables into the diet in order to reduce the risk of certain cancers, diabetes, obesity, etc. Other educational materials included informational sheets/news letters, menus, recipes, and how to incorporate those foods in planning balance diets for families. Community Harvest, a non-profit community-based organization, recruit the farmers and set-up the markets, and CES/CNDH conducts the assessments, and provide the nutrition and health education. A component of the education is to teach WIC Program participants how to make healthful food choices with their WIC Vouchers.
- b. **Impact:** The program provided nutrition education to 5000 community residents. The farmers reported a 40% increase in the purchasing of fruits and vegetables over the period of the market, which was related to the introduction of nutrition education, including recipes and how to combine foods for maximum nutritional value.
- c. **Funding:** USDA/CSREES, Community Food Projects Competitive Grant Program, Grant to Community Harvest in the amount of \$190,000 and community donations. Only community agencies are eligible to receive these funds.
- d. **Scope:** State Specific

Goal III: A HEALTHY, WELL-NOURISHED POPULATION

Overview:

The UDC Cooperative Extension Service provided programming under the Family & Consumer Sciences Unit through our Nutrition and Health Extension Specialist/Program Manager who provides leadership and programming/training for all activities under the “Nutrition on Demand” program offerings. The Nutrition-on-Demand program, introduced last year, has been a resounding success. Public schools, Senior Center, Health care facilities and Churches have all taken advantage of this program. Diabetes in the African American and Hispanic communities has been on the increase, with a trend towards younger members contracting this disease. Unity Health Care Inc. is now a strong partner who has helped us reach the Hispanic and African-American community. Senior sites such as Sarah’s Circle, Adas Israel Center, UDC Office of Gerontology and Samuel Simmons NCBA Estates, Health clinics such as Upper Cardozo, Woodridge, Good Hope, CCNV and Hunt Place, Schools such as Rosemount, Allbright Teen Center, The Dance Institute of Washington and Cesar Chavez Public School have participated in this program. These program/activities have advanced the

service and outreach to the various diverse residents of the District of Columbia. In addition, nutrition, diet and health educational resources/activities was provided as an outcome of the research grant projects of the Center for Nutrition, Diet and Health (CNDH). Under the CNDH project/project services which were provided are: 1) 5 A Day, 2) Healthy Eating for Educational Success, 3) Healthy Bag Lunch Program, 4) Determinants of Childhood Obesity, and 5) Food Stamp Nutrition Education Program. These are on-going programs from the 5-Year Plan of Work. Therefore, the changes will include new impacts from the current fiscal year.

The Agricultural Experiment Station's human nutrition multistate research project provided insight into behaviors related to food and nutrient intake. Studies established correlations between specific behavioral constructs and measures of dietary quantities of selected nutrients. Nutritional status profiles were extrapolated to indicate those individuals at risk of malnutrition. Data was collected from a sample of male residents of the United States Soldiers and Airmen's Home in the District of Columbia and from case studies of District of Columbia residents. Subjects were 65 to 82 years of age. All subjects completed surveys of their eating and nutritional habits, including food frequency (particularly fruits and vegetables), portion sizes, attitudes, and nutritional and dietary knowledge. In addition, the case studies involved extensive interviews and observations related to eating behavior and knowledge, as well as overall life style. Generalizations inferred from qualitative themes, trends and patterns are now being evaluated.

Smith-Lever Act Funds, Matching and Private Funds and other Federal Grant Funds were expended on this goal at the cost of \$283,015. A full-time equivalent of 3.74 personnel was utilized to support this goal.

Key Theme: Human Nutrition and Food Safety

- a. **Description:** The Goal of the programs under "Nutrition on Demand" is to reach the at-risk and underserved, to provide accurate, science based nutrition education. As the impact of diabetes and other chronic diseases raise the cost of health care, there is no better time than now to emphasize prevention. Childhood Obesity is at an all time high, and therefore, the right time to teach nutrition, and emphasize activity and exercise.
- b. **Impact:** A total of 1,675 children, youth, adults and seniors received nutrition education services. 600 diabetics were taught the techniques of stabilizing blood sugar levels via nutrition and exercise, 325 seniors were provided with nutrition education and food safety training, 250 youth were provided with food safety and nutrition education, and 500 children received nutrition education.
- c. **Funding:** Smith Lever/State Matching Funds
- d. **Scope:** State Specific

Key Theme: Human Nutrition

- a. **Description:** The 5 to 11 A Day program is part of a National Program to encourage individuals and families to eat 5 to 11 servings of fruits and vegetables every day to promote good health. The “5 to 11 A Day” program teaches persons of various ages how to incorporate a combination of 5 to 11 fruits and vegetables a day into daily eating habits. The benefits of reducing cardiovascular disease, some cancers, hypertension and obesity are discussed in the program. Games on identifying which foods are a part of the 5 to 11 A Day concepts are also played. There are 5 to 11 A Day recipes given to the group as well as realistic goal setting. Body Composition details are given and discussed with those persons who feel they want a personal assessment of their percent fat, percent lean weight, metabolic rate and weight loss goals if any are recommended. The program activities during this fiscal year are a continuation of the program objectives from fiscal year 2002. The 5 to 11 A Day program is integrated into all of the programs offered by the Center. Other program participants are provided with information to teach to their program participants. Materials are also delivered to grocery stores for distribution to customers. Americorp volunteers also assisted with the distribution of the educational materials.
- b. **Impact:** The results showed that 6500 individuals received 5 to 11 A Day education. Of the participants evaluated, 100% had increased their knowledge on the importance of fruits and vegetables in the diet.
- c. **Funding:** Smith-Lever/State Matching
- d. **Scope:** State Specific

Key Theme: Human Nutrition/ Human Health

- a. **Description:** The Food Stamp Nutrition Education Program is a collaborative project designed to improve the health and well being of District residents. The Program collaborators include the DC Departments of Social Services, Income Maintenance Administration; D.C. Department of Health (lead agency); Cooperative Extension Service, Center for Nutrition, Diet and Health; and the United States Department of Agriculture, Food and Consumer Services. The overall goal of the program is to provide nutrition education to food stamp recipients and food stamp eligible recipients in the District of Columbia. This program was in the developmental stages in FY 2003. The carefully planned nutrition education programs affect on the overall health of District residents is expected to be highly significant.
- b. **Impact:** The program was approved for funding during the fourth quarter of fiscal year 2003 for 2004. Impact data will be reported in the fiscal year 2004 Accomplishment Report.
- c. **Funding:** Smith-Lever/State Matched Funds. The non-Federal dollars and In-kind match provided was ~\$200,000.00. The program requires a 50/50 match and for FY 2004, Grant funds are being requested from the United State Department of Agriculture’s Food and Consumer Services Regional Office The non-Federal match for fiscal year 2004, is being provided by the United Planning Organization. The DC Department of Health (DC/DOH), Nutrition Programs Office (NPO) is also a partner.
- d. **Scope:** State Specific

Key Theme: Human Nutrition/Health

- a. **Description:** This is a bridge grant, which is designed to provide the research team with funds to fully develop the "Determinants to Childhood Obesity" proposal for funding; to develop partnerships with other universities skilled in childhood obesity research in minority populations; to recruit leading scientists in the field of childhood obesity to join the research team; and to allow the research team to network with scientists serving similar population groups throughout the county, and to gain additional expertise in childhood obesity through attendance at conferences, externships, collecting baseline data, etc.
- b. **Impact:** This is a training grant. Impact data will become available when the research starts. Pilot data will be collected during fiscal year 2004.
- c. **Funding:** USDA/CSREES, Initiative for Future Agriculture and Food Systems, \$75,000.00
- d. **Scope:** State Specific

Key Theme: Human Nutrition

- a. **Description:** The Healthy Eating for Educational Success Program was first implemented in fiscal year 2002. The program is designed to introduce students to healthy food choices. The overall goal of the program, which is to assist DC public and chartered school children in choosing healthful foods in order to improve their health, remains the same. Youth learn that the food they eat affects their growth; that they are responsible for what they eat; that they are responsible for their level of physical activity; that they can set goals and make decisions to improve their health; and that healthy food choices lead to educational success.
- b. **Impact:** The impact data showed students' knowledge levels were significantly higher on the post-tests when compared to the pre-tests. The results showed 85% on the posttest as compared to 42% on the pretest. The program has been introduced to students in 12 of the DC Public, private and chartered schools. The slow program introduction into schools is related to a lack of funds.
- c. **Funding:** Donations
- d. **Scope:** State Specific

Key Theme: Human Nutrition

- a. **Description:** The "Healthy Bag Lunch Program" is a collaboration among the United Planning Organization, DC Department of Transportation, and the Center for Nutrition, Diet and Health (CNDH). The CNDH provides nutrition, health and food safety education on work-site bag lunch for construction workers. This is a component of the construction workers training in the Progressive Partnership Training Program. The 2-day training on nutrition is a part of a series of trainings for construction workers. The program focuses on essential food safety tips and meal planning for healthy bag lunches.
- b. **Impact:** Preliminary results showed construction workers' knowledge levels were significantly higher on the posttest when compared to the pretest. The results showed 90% on the posttest as compared to the 52% on the pretest. The results showed the need to continue and expand the program.
- c. **Funding:** DC Department of Transportation through the United Planning Organization
- d. **Scope:** State Specific

Key Theme: Institutional Engagement

- a. **Description:** The overall trust is to seek external revenue to support the Center for Nutrition, Diet and Health. The immediate goal is to develop mechanisms through collaborations, partnerships, donations, shared programs, fee-based programs, volunteerism, internships, proposal writing, etc. to further develop the Center for Nutrition, Diet and Health. To provide technical assistance to community agencies with a similar mission of CES to help them increase their capacity to generate external funding in order to add value and improve the quality of life of District residents.
- b. **Impact:** Proposals that the Center served as collaborator/technical assistance are as follows:
- Family Food and the Neighborhood Program Proposal submitted my Community Harvest to USDA/CSREES, Community Food Projects Competitive Grant Program; funded for \$190,000.
 - 2003 Team Nutrition Training Grant Proposal submitted by the State Education Office, State Agency for Special Nutrition and Commodity Programs to USDA/ FNS; funded for \$200,000
- c. **Funding:** Food Stamp Nutrition Education Program/Equipment Enhancement Grant
- d. **Scope:** State Specific

Goal: IV. GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

Overview

From 1999 to Feb. 2003, with the exception of a few months in 2002, the PSEP position was vacant. The primary task of this Unit was to re-establish the Integrated Pest Management program and a presence of credibility among the pesticide applicators in the greater Washington DC area. The demand for pesticide applicator training in the District of Columbia was relatively low during this fiscal year. It appeared that the majority of pesticide applicators working in the District were individuals originally trained and licensed in Maryland and Virginia and had obtained their licenses in the District via reciprocity.

Public health as it relates to pest management was also an important issue. Asthma is a growing health problem in urban areas. Nutrition, Housing Environment and Entomology are collaborating on a project to reduce roach and rodent infestations and reduce the roach and rodent allergens in low-income homes with asthma incidence.

Agriculture in the Classroom (AITC) is designed to acquaint the students with the knowledge of the systems involved in agricultural production and its interaction with the environment. The program provided training and resources for teachers to integrate agriculture in their curriculum. During the 2002-2003 school year, AITC in D.C. continued its' partnership with "TEACH US" (Teaching Educators Agriculture and Conservation Holistically for Urban Society). This program gives teachers the opportunity to apply for international traveling and

gain a global perspective of Agriculture. During the summer of 2003, teachers learned about agriculture in Costa Rico and South Africa. “Teach US” also served as the motivational piece for teachers to participate in the AITC after school training program.

Project Learning Tree (PLT) is an international program designed to provide urban educators and their pre-K-12 students with quality environmental awareness and community action projects. Existing national and local networks of PLT will build partnerships with community leaders and organizations to implement a hands-on curriculum from the classroom out to the community environs. This project was partly funded by the U.S. Environmental Protection Agency through the Cooperative State Research, Education and Extension Service (CSREES) of the U.S. Department of Agriculture and the American Forest Foundation.

The AES research project “Influence of Bradyrhizobium Isolated from Soils and Treated with Biosolids” studied the relationship between biosolids compost amendments and growth, nodulation, and nitrogen fixation in legumes. The relationship still remains unclear and is further complicated by variations in Bradyrhizobium and Rhizobium strains and their survival rates when planted on land after either long-term or short-term applications of biosolids compost. There is little information available about the effects of biosolids compost treatment of soil on the symbiosis of cowpea, since the microbial symbionts of cowpea may be different from those of soybean and clover. This study sought to determine the effects of bradyrhizobia genotypes isolated from soils amended with three annual applications of biosolids compost on nitrogen fixation and yield in the cowpea *Vigna unguiculata* cv “California blackeye No. 5”.

“Nodulation in *Vigna unguiculata* (cowpea) with Rhizobium or Bradyrhizobium After Treatment with Biosolids” was a related experiment to determine if interactions occurred between biosolids compost and nodules of Bradyrhizobium japonicum. There was very clear indication that biosolids compost treatment alters the genetic composition of the Bradyrhizobium population in the soil at the AES’ Muirkirk Research Farm. The newly awarded project, “The Effect of Bradyrhizobial Genotypes on Nodulation in *Vigna unguiculata* and *Glycine max*,” will continue this study by examining the two isolated species. A comparison of the molecular pattern of the two Bradyrhizobium isolated and soybean will be conducted to determine the genes that relate to the shared nodulation phenotype.

AES supported several other projects which focused on the District of Columbia’s water environment such as (1) antifoulant toxins and (2) water environmental studies in schools. The Anacostia and Potomac Rivers are two major waterways located in the District of Columbia. Each year these rivers play host to extensive recreational activities for the residents of the metropolitan area. The majority of activities involve boating and fishing. Optimally, these rivers should be free of hazardous chemicals and/or agents that can be detrimental to the aquatic biota. If this is not possible, then it is imperative to know what hazardous species are present and their interactions and/or relationships with the aquatic biota.

The results of this project indicated that water pollutants such as tributyltin and triphenyltin compounds (antifoulants found in boat paints) interact with the sediments and are converted to their respective hydrated cations, i.e., the tributyltin cation and triphenyltin cation which are toxic to various marine organisms. A second study involving pH changes (5 to 9) was also

conducted. Based on the observed Mössbauer parameters (quadrupole splitting; QS and isomer shift; IS), the pH changes did not affect the speciation of the tributyltins as was reported for some Chesapeake Bay sediments.

The Water Environment Studies in Schools (WESS) program engaged 90 public school teachers from 28 District of Columbia schools – mostly junior high and middle schools in six 10-day Teacher Training Institutes and one 5-day pilot over the last four summers, 2000 – 2003. WESS has been able to support three in-school follow-up programs and send five WESS trainees to the D.C. Park and Recreation summer Camp Riverview as group leaders. We are currently compiling a Training Manual that presents the trainers, their workshop summaries and a sampling of comments by the teacher trainees. An activity guide that teachers can take back into their classrooms is also being compiled. The Activity Guide will draw from the various environmental groups that have learned about the WESS TTI and forwarded assistance to us that includes curriculum.

A conference is being planned to bring the 90 teachers, their colleagues, city-wide interested friends and agencies together to formalize a working coalition. Several foundations are being approached for funding.

Smith-Lever Act Funds, Matching and Private Funds and other Federal Grant Funds were expended on this goal at the cost of \$752,749. A full-time equivalent of 10.48 personnel was utilized to support this goal.

Key Theme: Training Pesticide Applicators

- a. **Description:** DC law requires only that residents of DC be trained and tested in the District. Of the three jurisdictions, DC is the only municipality that in addition to core and category exams, requires a practical examination in selected categories. Given the previous lack of up-to-date training materials and the belief that DC has the toughest examinations in the area, many candidates have obtained certification in their home state and apply to DC for reciprocity. Innovative programming planning has taken place and in FY 2004 we will expand the demand for certified and credit training for the Metro Washington area.
- b. **Impact:** Since UDC has not published current applicator manuals in many years, collaboration was established with “PAT colleagues” in other states, allowing us to reproduce their manuals with a DC identity. We now have up-to-date training manuals, which have allowed us to provide needed training for DC residents/workers.

Thirty individuals participated in the pre-test review sessions of a new program that will take place in 2004, which will satisfy the work requirement for licensing in the District of Columbia. This first course, “Pesticide Safety and Use,” is considered the equivalent to six months of the year required as a registered technician, in Maryland, Virginia and the District of Columbia. In addition, a semester course in at least one special category is equivalent to the other six months in Maryland and Virginia, giving them the foundation for an employable skill.

- c. **Funding:** EPA pass-through grant/Smith-Lever/State matching
- d. **Scope:** State specific

Key Theme: Pest Management and Public Health

- a. **Description:** This program was initiated at the end of FY 2003, but will be strengthened through our 3 Unit CES interdisciplinary team and public/private collaborations developed and continuing to be refined with the roach and rodent IPM Program. Since roaches and rodents are known asthma triggers, our goal is to help (teach) those with asthma in their homes reduce pest populations to sustainable levels by using three components of IPM: sanitation, exclusion and judicious use of non-volatile pesticides and traps. Originally, the program was to be run through a program in collaboration with American Community Partnerships funded by a grant from Housing and Urban Development. This grant proposal was not funded, but we are now we are working with the DC Asthma Coalition on a similar funded project. Details will appear in the 2004 FY report.
- b. **Impact:** To be determined
- c. **Funding:** Public/Private State Grants
- d. **Scope:** State Specific

Key Theme: Recycling and Yard/Composting/Project Learning Tree

- a. **Description:** In the District of Columbia during FY 2003, there was a change in the organizational structure of the Project Learning Tree program. A collaborative, joint effort was established. A team of coordinators: Cheryl Hayes, with DC Department of Environmental Health, Abby Ybarra, with DC Re-cycling Department and Barbara B. Evans with the University of the District of Columbia Cooperative Extension Service provided environmental education to DC residents; mostly classroom teachers. The PLT program involves teachers and students in educational experiences that enhanced environmental literacy. A second class of Early Childhood Education majors at the University of the District of Columbia joined a Senior High School, Junior High School, and several Elementary Schools that had completed the six-hour educator workshop. This joint effort enabled the program to reach more educator audiences in the D.C. community and gain resource personnel to serve as facilitators. The program subsidized financially by two small grants: Renewable Resource Extension Act provided by Cooperative State Research Education, Extension Service and Energy and Society provided by the American Forest Foundation.
- b. **Impact:** Three (3) educator workshops were conducted during the period October 2002 – September 2003 that trained approximately 84 D.C. Educators. Each of these workshops utilized the “whole-school” training strategy and included administrative staff, classroom teachers, teacher aides, and janitorial staff. Additionally, one of the three workshops was a pre-service teacher training at UDC for an Early Childhood Development methods course.
- c. **Funding:** Smith-Lever/State Match/Private Grant Funded
- d. **Scope:** State

Key Theme: Sustainable Agriculture

- a. **Description:** As one of our new projects, studies were conducted at the University of the District of Columbia Muirkirk Research Farm in Beltsville, Maryland to evaluate the relationship between bradyrhizobia genotypes, nitrogen fixation, and yield in cowpea. Previous studies indicated that the bradyrhizobia population was changed by the addition of biosolids

compost to soil. Further, the biosolids compost amendment introduced strains of bradyrhizobia, not previously found in the soil, that formed symbiosis with both cowpea and soybean (*Bradyrhizobium* genotypes IV or V). Seeds of the cowpea *Vigna unguiculata* cv California blackeye No. 5" were surface sterilized with acidified 0.1% (w/v) HgCl₂ and washed with sterile distilled water. They were inoculated before planting with either *Bradyrhizobium* sp.(cowpea-miscellany), *Bradyrhizobium* genotypes IV or V. Genotypes IV and V (73-3 and 73-28) were chosen because they nodulate both soybean and cowpea and are unique to the research plot.

- b. **Impact:** Biosolids recycling saves rapidly diminishing landfill space by promoting sustainable agriculture; enhancing gardening by supplying nutrient rich organic fertilizer; preventing soil erosion; increasing water retention; and lowering production costs. When biosolids compost is applied to soils, the rhizobial populations of the soil may decrease, reducing or eliminating nodulation and nitrogen fixation in legumes growing in these soils. Decreased rhizobial populations in soils when treated with biosolids compost may inhibit desired nodulation and nitrogen fixation. Further, studies will reveal long-term effects of biosolids compost on *Rhizobium* and *Bradyrhizobium* survival in the soil and its relationship to nodulation and nitrogen fixation in legumes. The results of this project will benefit local metropolitan waste management municipalities, water and sewer authorities, urban and peri-urban farmers, and urban gardeners.
- c. **Funding:** Match
- d. **Scope:** State; Metropolitan Area

Key Theme: Sustainable Agriculture

- a. **Description:** This study, "Nodulation in *Vigna unguiculata* with *Rhizobium* or *Bradyrhizobium* After Treatment with Biosolids," determined the molecular changes produced on the phenotype of *Bradyrhizobium* species before and after application of biosolids. It was shown that interaction occurs between biosolids compost and nodules of *Bradyrhizobium japonicum*. A mutation occurred in the soil. A *Bradyrhizobium* isolate was identified that had not previously been found. It was obtained from biosolids compost amended soil from the AES's Muirkirk Research Farm site. Seven genotypes were identified with very different genetic fingerprints from those observed on the strains *Bradyrhizobium* sp. There is a very clean indication that biosolids compost treatment alters the genetic composition of the *Bradyrhizobium* population in the soil at the Muirkirk Research Farm site.
- b. **Impact:** The recycling of biosolids compost, as fertilizer, would save rapidly diminishing landfill space in the District of Columbia
- c. **Funding:** Match
- d. **Scope:** State specific

Key Theme: Sustainable Agriculture

- a. **Description:** There are indications from our earlier research that converting organic waste into composted biosolids may help to increase nitrogen fixation and plant yield. This experiment will examine the competitive interaction between the isolates to determine the most effective nodulating strain of *Bradyrhizobium*. A comparison of the molecular pattern of two *Bradyrhizobium* isolates and soybean to determine the genes that relate to shared nodulation phenotype.

- b. **Impact:** This project will examine DNA sequences and other characteristics of unique bacteria found in biosolids-amended soils. By converting organic waste into composted biosolids, as fertilizers, may help increase nitrogen fixation and plant yields; and if verified, this will aid in the disposal of biosolids and benefit growers world-wide.
- c. **Funding:** Hatch
- d. **Scope:** State specific

Key Theme: Water Quality

- a. **Description:** Another research project was to investigate the environmental speciation of triorganotin compounds that are leached from antifouling paints into DC waterways, such as the Anacostia and Potomac rivers. Speciation of triorganotins is of major concern due to their species-specific toxicity. The two most commonly used classes of triorganotin compounds as antifoulant agents are the tributyl- and triphenyltins. The aquatic medium was investigated was aerobic and anaerobic sediments since they act as a sink for the leached triorganotins where interaction with the various sediments/organisms occurs. The species that are produced as a result of these interactions will be determined using Mössbauer spectroscopy.
- b. **Impact:** Tributyl and triphenyltins have been shown to be toxic to various marine organisms as well as to the targeted species. A better understanding of the pollutants and their speciation products would provide individuals, industries, Federal and District government agencies involved in water quality and planning with a knowledge of the potential hazards of triorganotin compounds. Utilizing this information will prevent further contamination to our waterways. Undergraduate and graduate students have been working on this project and trained in Mossbauer spectroscopy, a technique which is not common.
- c. **Funding:** Match
- d. **Scope:** State Specific

Key Theme: Water Quality

- a. **Description:** The main purpose of **WESS** is to assist the District of Columbia meet its environmental goals with an informed and active cadre of citizens prepared to provide needed services to the city. **WESS** is an environmental education program designed to train teachers in several aspects of water environment so they, in turn, can conduct environmental education programs in school for their students and parents. This project has provided (1) service to the District of Columbia in the Conservation of the Anacostia River; (2) training teachers; (3) education and service learning for students; and (4) organization of parents and community residents.
- b. **Impact:** The teachers have implemented programs in their schools and communities on their own, thus affecting well over 2700 hundred students. All workshop leaders have offered their services to teachers, free, during the school year. We have been contacted by several environmental agencies for partnerships and have developed a dependable group of workshop leaders, both individuals and groups. While we have not been successful in receiving adequate funds to sponsor full follow up with our teachers during the following year, we have been able to receive funds from a foundation to sponsor a summer program during two summers. These programs give us an opportunity to monitor teachers in a setting with students, thereby getting feedback on the strengths and weaknesses of the **WESS TTI**. The **WESS TTI** participants' training meets the requirements of the school system for seat hours credit. AES is working out

a UDC Continuing Education Units credit and Graduate Credit. Both are highly requested by the teachers. And, based on the offerings of other programs to teachers, both can be secured.

c. **Funding:** Match; D.C. State Education Office

d. **Scope:** State specific

Goal V: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

Overview:

The majority of CES programming falls under Goal V through The Community Resources and Economic Development, Family and Consumer Sciences, Housing and Environment Program and 4-H Units. The Community Resource & Economic Development Unit offered programs under the broad program title called the “Community Economic Development Program and the Center for Cooperatives.” This was done through business development programs, providing training and technical assistance to residents in the areas of business development, leadership/organizational and financial planning, cooperative education and development. Under each theme, the programs exhibited a broad range of success and have met the requirements of the goals and objectives for this reporting period. In keeping true to the mission of the Cooperative Extension Service (CES) Community Resource and Economic Development (CRED) various partnerships were formed with government agencies, nonprofits, and small business groups.

The Housing Environment Program introduced the Basic Home Repair Program to 3,500 District residents with 3,000 actually using information received in hands-on workshops in such topics as; wall repair, toilet tank repair, leaky faucet repair, basic electricity, and basic tools. The Housing Environment Program also introduced the Working Homeowner Program to 322 District residents with 126 actually using information received in hands-on workshops in topics such as; installing door locks, installing a sink, changing light fixture, installing a toilet, installing ceramic tile, and installing a garbage disposal. The Housing Environment Program provided 3,000 residents with information about indoor air problems such as; radon, secondhand smoke, carbon monoxide, mold, and mildew.

Youth Development programs were provided by three of the CES Units – Family and Consumer Sciences, Community Resource and Economic Development, and 4-H. A 4-H pilot Cyber Summer Camp was initiated, along with an entrepreneurial program in creative clothing design.

The Water Environment Studies in Schools Summer Program has implemented two summer programs, one during the summer of 2002 and one the summer of 2003, at P.R. Harris Educational Center. Each program served close to 100 children between the ages of 8 and 13. The D.C. Children and Youth Investment Trust Corporation provided funding for the programs. The Summer Programs were six weeks long and designed to provide experiences for the children in water environment studies, art and sports. The majority of the teachers were WESS Teacher Training Institute participants who were employed to allow WESS administrators to monitor the WESS training outcomes.

The Adopt-A-Block program is a partnership between the Agricultural Experiment Station (AES) and Keep Washington, DC Beautiful. This project included providing the litter prevention “Waste in Place” curriculum workshops to teachers in targeted District of Columbia Public Schools located in Ward 7. The teachers then incorporated educational modules into their environmental education lesson. Planting of tree boxes and planters on school grounds, the local neighborhoods and at selected sites along Martin Luther King /South Capitol Street corridors in SE Washington, DC was a part of this activity. At the end of the year, there was a poster contest with cash prizes for 1st, 2nd and 3rd place winners.

AES is also in partnership with the Frederick Douglass National Historic site. We have just completed a contemplative garden project on site with volunteers from the local community.

The Agricultural Experiment Station has begun to focus on some of the urban issues that are of concern to District of Columbia residents. “Does Space Matter: The Neighborhood Context of Drug Marker Activity” is a new project in its start-up phase. The following activities have been completed and/ or being performed: (1) data collection - data for this project is being obtained from the Metropolitan Police Department, Summary Tapes files 1 and 3a from the Bureau of Census; Socio-economic data on the District of Columbia, Bureau of Census; and (2) staffing- students are being interviewed to participate on project as research assistance and will be involved in field work and data input and analysis.

Additionally, the Agricultural Experiment Station in partnership with the 14th and U Main Street Initiative, Inc., and the Coalition for the Homeless, Inc. conducted a beautification and maintenance program that covered a total 26 blocks within the 14th and U Streets, N.W. corridor. This program was composed of homeless persons residing in shelters located in the 14th and U Streets area. They are known as the “Green Team.” This program operated Monday through Sunday. The Team was responsible for making sure assigned areas were maintained and cleaned by sweeping and removal of all trash and debris from the sidewalk to the curbside, including vacant lots and in front of vacant buildings. Services also included graffiti removal within the business and neighborhood areas. Programs were identified for training the participants in various work related areas to impart knowledge that would ultimately provide long-term marketable workforce skills.

Smith-Lever Act Funds, Matching and Private Funds were expended on this goal at the cost of \$795,099. A full-time equivalent of 17.64 personnel was utilized to support this goal.

Key Theme: Youth Development

- a. **Description:** The main purposes of the WESS Summer Program are 1) to support the city’s priority to give the children a quality program to be engaged in during the summer and 2) to make an opportunity to follow up with some of the teachers who have completed the WESS TTI. At this time, we have not been able to secure funding for the teachers to be required to follow-up the summer TTI with students at school. Without that assistance, it is more difficult to observe the teachers’ techniques with the students. This Summer Program gave us the opportunity to do some of that observation and necessary monitoring. Results of this evaluation opportunity are to be used prove the next Institute.

- b. **Impact:** The program provided summer employment for twelve staff persons, seven college interns and one summer employment high school student. A local entrepreneur was contracted to provide transportation for the program’s field trips. The majority of the teachers were WESS Teacher Training Institute participants who were employed to allow WESS administrators to monitor the WESS training outcomes.
- c. **Funding:** Match; D.C. Children and Youth Investment Trust Corporation
- d. **Scope:** State

Key Theme: Community Development / Adopt a Block

- a. **Description:** Teachers from six schools were introduced to multi-disciplinary litter-prevention/environmental education curriculum designed to be incorporated into daily lessons with practical exercises for hands-on projects. Children were engaged in beautification projects on their respective school grounds, planting flowers and cleaning areas of litter. Recycling efforts were begun at the schools as well. Tree boxes and street planters were filled with flowers and merchants and residents were encouraged to water them and sweep in front of their homes and businesses.
- b. **Impact:** Greater awareness of children for where trash goes when dropped in the street. An aesthetic awareness was raised: a clean community looks better and makes you feel better. Teachers are able to add litter prevention and some environmental education to lesson plans in all disciplines. School officials are grateful for the opportunity to better surroundings for children and neighbors. Storefronts are embellished by planters and tree boxes in front. Partnerships resulted in bringing trained personnel knowledgeable in environmental education and waste-reduction education in direct contact with students and staff. This expertise was otherwise unavailable to the students and staff.
- c. **Funding:** Match
- d. **Scope:** State specific

Key Theme: Community Development / Frederick Douglass Gardens

- a. **Description:** In 2001 the Frederick Douglass Home was placed on the Most Endangered National Parks List. This galvanized the community to provide “an act of service” to show the community still cared. The Gardens at Cedar Hill was the result. With the help of 10-15 volunteers in May, 200 flats of annual plants were planted over a two-day period. There was a Coordination of volunteer service on “Take Pride in America Day” June 12 at the site. The event included a visit by the current Secretary of the Interior, who attended and planted seeds. She was accompanied by volunteer participants from Americorps.
- b. **Impact:** Five dogwoods from the AES Tree Nursery were planted at the site and are thriving. Visitors to the Douglass Home are stunned by the beauty where there was once just grass. Visitors and Park Service employees enjoy the view, as well as the benches placed at the site for quiet contemplation. Thousands of visitors visit the site each year. Local individuals and groups who visit the Douglas Home are volunteering to help in maintenance and upkeep.
- c. **Funding:** Match
- d. **Scope:** State specific

Key Theme: Community Development / Drug Market Hotspots

- a. **Description:** This study will conduct an exploratory spatial analysis of drug market hot spots in the District of Columbia. The relationship between social, economic variables, and constructed environmental factors will be examined in each of the communities that are identified as sites of on-going drug market activities over the course of the study period.

Specifically, the research seeks to answer the following questions:

- What are the social, economic, and constructed environmental conditions of the communities that have been sites of on-going drug market activity?
 - Can the drug market hot spots be explained beyond social and economic conditions, and linked to the constructed environmental and spatial factors?
 - Are there any differences in identifiable factors of communities affected by drug market activity and those that have not been affected by such activity, controlling for social and economic factors?
- b. **Impact:** The research findings will contribute to the development of theoretical and policy formulation regarding the presence of drug market activities at the neighborhood level. The project will also provide valuable research training, utilizing Geographic Information Systems (GIS) to undergraduate providing them the opportunity to link their textbook knowledge research with real world experience of scientific inquiry.
- c. **Funding:** Match
- d. **Scope:** State Specific

Key Theme: Workforce Preparation –Youth and Adults/The Green Team

- a. **Description:** This project provided maintenance and upkeep through ongoing services to support cleanliness for a 26 block corridor in the 14th and U Streets area in the District of Columbia. The project's main objective was to maintain good community relationships and offer the homeless and unemployed members of the community opportunities for employment within the community. The project also offered crew members training opportunities that would enhance their capabilities to move into higher paying positions in the future. This training was through the Ambassador Program coordinated by the D.C. Heritage Tourism Coalition and was designed to instruct new project crew members in hospitality training, the heritage and story of the community, and the business mix.
- b. **Impact:** The Beautification and Maintenance (The Green Team) project has had a tremendous impact on the 14th and U Street Community – it restored pride in the neighborhood and depicted an awareness that employment and housing opportunities were available for the homeless, who were subject to various life circumstances. The businesses have noticed the change in appearance through daily cleanliness and litter and weed removal that had long plagued the neighborhood. The program is highly viable and demonstrates to the community stakeholders that there is a coordinated effort to improve the public space for residents and businesses. This project has positively affected all of the community, i.e. visitors, residents, city government, new and old businesses, homeless individuals, social service agencies, and the churches.

- c. **Funding:** Hatch; Match
- d. **Scope:** State specific

Key Theme: Literacy

- a. **Description:** DC READS is our literacy program, where Tutors (usually college students) are trained to work with children identified by DC Reading Specialists to be in need of additional assistance in Reading. Before entering the program children are assessed to identify possible reading problems. Tutors travel daily to their prospective schools or after school programs and work with assigned students in a variety of fun and engaging activities designed to improve their reading skills. At the end of the semester children are reassessed to find out how much they have improved their reading abilities.
- b. **Impact:** In the DC Reads Program the number of children served was increased by 30%, the number of tutors providing services was increased from four to twenty eight and diversity of the people providing services was enhanced to include person of African decent, Caucasians and retired seniors.
 - 128 children received assistance in reading, with all of the children in the program exhibiting progress at varied levels.
 - Tutors and program coordinators received training related to phonetic teaching and addressing behavior concerns of children with reading problems
- c. **Funding:** State Matching/Sub-grant from the Corporation for National and Community Service
- d. **Scope:** State Specific (currently in Ward 4 and Ward 8)

Key Theme: Workforce Preparation: Youth & Adult

- a. **Description:** LifeSmarts is a consumer education competition for teens. The information format is a flexible classroom or group activity that teaches teens to be smart and responsible consumers and citizens. The content and competition questions focus on five key areas of consumer knowledge that teens need to know to function effectively in today’s marketplace. These are: Personal Finance, Health and Safety, Environment, Technology, Consumer Rights and Responsibilities.
- b. **Impact:** Last year four local teams of 5 members each advanced to the DC State competition level where the state representative was decided. Funds were raised to assist them in traveling to Arlington, Virginia for the national competition.
- c. **Funding:** State Match/Donations/National LifeSmarts – NCL
- d. **Scope:** State Specific

Key Theme: Community Development

- a. **Description:** The focus of the Community Resource and Economic Development (CRED) Unit is to increase the capacity of communities and families to enhance their own economic well being with improved business practices through business development programs, providing training and technical assistance to residents in the areas of business development, leadership/organizational and financial planning, and cooperative education. The CRED strives to present and analyze certain functions of business development and management issues, and to provide insights into their relationships in a small business environment, to examine the values, attitudes, skills and abilities that make up the entrepreneur behavioral instinct, to explore the present and future business opportunities through networking and mentoring, to familiarize business persons with financial and technical assistance resources available to them, to provide information on the cooperative approaches to business, and an opportunity to join cooperative support groups.
- b. **Impact:** collaborated with 240 agencies and key individuals in order to expand the impact of our services and added value to our programs, developed 35 volunteers from stake-holders and interested parties to work with the Community Resource & Economic Development Unit, collaborated with youth serving organizations to reach 1,000 youth 9 to 19, and expanded the services of the C.H. Kirkman, Jr. Resource Library for the study for Cooperatives.
- Developed and turned in \$50,000.00 for the CRED Program and \$70,000.00 for the Center for Cooperatives (in-kind match) to support CES Programs,
 - Received \$40,100.00 in cash donations from Mr. C.H. Kirkman, Jr., founder for the support of the resource library, and more than \$10,000.00 in material resources, scholarships to galas, award programs and seminars
 - Instituted 2 stakeholder/customer advisory committees. These member individuals were responsible for the \$120,000.00 in match pledges for FY-03 and \$90,000.00 for FY-04,
 - Provided board training for the board and committee members at Southern Homes and Gardens Cooperatives at Henson Ridge and for R.E.A.C.H. The members of each committee have begun to handle their responsibilities in a professional manner and have established annual training as part of their plan.
 - Held four sessions on Predatory Lending and five sessions on Home Buying, which led to 20 home purchase applications and a permanent seminar team.
 - Held two entrepreneurship workshops for the B.A.D. Youth Entrepreneurship Project and a special session on marketing their projects at the New DC Convention Center, as part of the African American Experience Expo. 10 of the 45 children have developed small businesses.

Success Story:

- Assisted in the development of a business plan for Shukri Mohammed, The Art of Jewelry, in order to response to a section 8 rehab loan request and to pursue the development of a commercial building in NE Washington. The rehab loan was approved for \$90,000.00, with which the development has begun and the next project is now being discussed with the UDC Architectural Research Institute.

- c. **Funding:** State Match/Endowment/Donation
- d. **Scope:** State Specific/ DC Metropolitan Area

Key Theme: Promoting Housing Programs

- a. **Description:** The goal of the Housing Environment program is to provide housing programs, that will enhance the quality of life among families and communities through skills development and knowledge of basic home repairs, advance home repairs, and home indoor air quality. The Basic Home Repair Program provides District residents with basic knowledge and skills needed to make minor repairs in and around their home. The Working Homeowner program provides residents with advance knowledge/skills to perform more advance repairs in and around their home. Healthy Indoor Air Program provides District residents with information on how to reduce indoor air pollutants that can affect their family.
- b. **Impact:** Three thousand (3,500) District residents were introduced to the Basic Home Repair Program, three thousand (3,000) residents participated in workshops, of the 3,000 residents that participated in workshops, eighty-five percent (2,550) actually used the information and skills learned in workshops to make minor repairs around their home, which resulted in an approximated net savings of \$180.00 per household (total estimate of savings of \$459,000). More than three hundred twenty two (350) District residents were introduced to the Working Homeowner Program, one hundred twenty nine (129) residents participated in workshops, ninety-eight percent (126) actually used skills learned in workshops, which resulted in approximate savings of \$350-\$450 per household in repair cost (total estimated savings of over \$44,100).

Success Stories:

- Ms. Raglin participated in the Working Homeowner Program. After receiving several bids on renovating her kitchen she decided to do the project herself. The knowledge she received in workshops she was able to remove the wallpaper in kitchen, prime and paint kitchen, she was also able to install a vinyl floor. Ms. Raglin stated that because of the workshops she saved \$ 2,800.00 by doing the job herself.
- Ms. Elizabeth Uy of the Chinatown Service Center requested a basic home repair workshop series. One hundred twenty District residents participated in the workshops. After workshops ended Ms. Uy stated that she recruited (20) individuals to repair walls at the center. The project was a great success saving the Center an estimated \$10,000.00 in repair cost.
- Housing Program staff secured volunteers from the Working Homeowner program to assist Roosevelt High School 4H Club in painting hallways to remove unwanted messages. This activity saved the DC Public School system about \$4,500.00

- c. **Source of Funding:** Smith-Lever/State Matching Funds
- d. **Scope:** State Specific

Key Theme: Parenting

- a. **Description:** This program provided parenting education, developmental stages and maturation knowledge, age appropriate behavior awareness/discipline, communication skills and techniques, and development of support systems. One of our growing groups of parents/guardians has been grandparents of children abandoned or removed from their biological parents. This has caused a financial and emotional strain on these often 50 year old, plus individuals.
- b. **Impact:** Four hundred and twenty-four (424) women and men participated in the parenting education series and gained improved skills for nurturing the children under their care, as well as received resource information for the development of their individual support system needs.
- c. **Source of Funding:** Smith-Lever/State Matching Funds
- d. **Scope:** State Specific

Key Theme: 4-H and Youth Development

- a. **Description:** There were approximately 1,300 youth in the District of Columbia engaged in 4-H and youth activities over the past year. The 4-H service learning and community service projects were delivered in the program in the following subject matter areas: sewing and fashion design, entrepreneurship, public speaking, media production, print and broadcast journalism, poetry and performing arts, and science and technology. The skills gained by youth between the ages of 7 and 18, who participated in 4-H during this program year enabled them to improve their academic performance, increase their self-esteem and their ability to contribute to their communities and their schools and to give their voices to the social and political machine of District of Columbia governmental policies. The program efforts further enhanced youth's understanding on how to affect social and political change in city government.
- b. **Impact:** As a result of their participation in community service projects such as "Way to Cool to Smoke," 100% of the peer educators (35) reported a refusal to smoke cigarettes or use tobacco products. One hundred percent of the 350 pre-teens who received the curriculum reported that they would not use tobacco products as a result of what they learned. Participation in the Animal Husbandry and Embryology Small Animal Club Project resulted in 24 4-H club members increasing their knowledge of the relationship of agriculture to food on their tables and to human and animal nutritional requirements. Of the 25,000 youth who were exposed to public speaking through the mass media program efforts, 275 youth directly participated in public speaking activities through televised testimonies provided by 4-H Club members. Members of an organized 4-H Club prepared and delivered testimonies before the City Council on the value of education. The testimonies were in response to cuts in the city's budget, which resulted in a proposal to cut teachers during the mid-point of the school year. Eighty 4-H club members demonstrated an increased knowledge of science and technology and its relationship to communications and broadcasting through participation in video production projects on teen health issues. Twenty-four youth participated in a Cyber Camp Pilot Project, which resulted in increased knowledge of the use of computer software, entrepreneurship tools, public relations methodology, nutrition and fitness, and advertising and promotion of business and public service subject matter.
- c. **Funding:** Smith-Lever Funds/State Matching Funds/Private Donations
- d. **Scope:** State Specific

B. Stakeholder Input Process

The Cooperative Extension Service Program Units utilize various stakeholder groups to ascertain the desires, issues and concerns of our District customers. Our programs and activities are customer driven, some to a greater degree, as our Nutrition on Demand program. Through our Formal CES Advisory Committee and program advisory committees, program colleagues and agency collaborators, such as the Unity Health System serving the city-wide needs of Hispanics, Asians and persons of African decent, the Capital Region and the Howard University Americorp Advisors, DC Department of Health, TEAM After-School Board, READ ON, Georgetown University Volunteer Services, DC LifeSmarts Advisory Committee, National Consumers League, UDC CES Center for Cooperatives Advisory Committee, DC Housing and Finance, DC Energy Office, National Housing Alliance, DC Master Gardeners, R.E.A.C.H. INC., the American Reality Association, Community Harvest, various other public/private agencies and organizations, we have enhanced and expanded our program efforts and offerings.

An AES Stakeholders Survey was redesigned to address the critical issues associated with the District of Columbia. Survey items were developed based on three of the Mayor's priorities: (1) Strengthening Children, Youth, Families, and Elders; (2) Building Sustainable Neighborhoods; and (3) Promoting Economic Development. The survey was manually distributed to and collected from residents attending group meetings in each of the eight Ward in the District of Columbia. The surveys were reviewed for possible new research and integrated research and extension projects that focused on some of the issues. Additionally, stakeholders' input was provided by way of informal contacts with individuals through personal interviews, e-mail, by telephone or visiting with them in group meetings. Other means of obtaining input was attendance at seminars, conferences, and community meetings whereby stakeholders provided comments and offered suggestions based on results of research. The collected surveys allowed AES to solicit research projects that fall under one of the three priorities. AES will be developing a mail-out system in order to reach a more diverse stakeholder population.

C. Program Review Process

Extension

The UDC Cooperative Extension, along with our Advisory Committees has developed various formal and informal, qualitative and quantitative means to evaluate programs which include:

- Forman/informal Advisory Member Interviews
- Pre-test and post-test
- Volunteer recruitment and retention
- Agency/individual assessments
- Increased participant enrollment
- DC/National Certifications received by participants
- Partner/Collaborators evaluations
- Increased product demand
- Self-administered questionnaires
- Surveys
- Demonstrated Skills acquired by participants

- Proposals Funded
- Health Assessments
- Health Professionals Feedback
- Written/Oral Evaluations
- Behavioral/Attitudinal Changes
- Observations
- Reading Grade-level Achieved
- Staff Performance Appraisals
- Professional Development/Association Involvement

Research

There have been no changes in the AES' Program Review Process. One new faculty proposal submission was funded this year.

Each year the Director reviews the progress of each research project to ensure that researchers are accomplishing their objectives. Modifications were made to move in the direction of implementing research and integrated activities based on the Mayor's priorities for the District of Columbia. When funds become available to solicit for "Request for Proposals" a Peer Review panel is selected to review proposals. The Peer Review consisted of selected representatives from the Department of Biological and Environmental Sciences, the Department of Chemistry, the Department of Physics, the Cooperative Extension Service, and from the community, state, and local government. The Peer Review committee will be expanded to include members from our other Colleges to reflect solicitations of research projects and integrated activities that fall under the priority categories of the Mayor. The Peer Review criteria includes, but limited to:

- Knowledge base of the research
- Adequacy of procedures and experiment to meet the objectives
- Feasibility of accomplishing the objectives
- Scientific merit of the proposed research
- Familiarity with work of others related to the proposal
- Appropriate budget for proposed research
- Budget justification

The Review Panel will then make the following recommendations: Approved; Approved with Comment; Conditionally Approved; and Deferred or Rejected. The recommendations are defined as follows:

1. Approved. The proposed project has met established criteria and approved with no changes.
2. Approved with Comment. The proposed project has met established criteria and will be approved after some identified changes have been made.
3. Conditional Approval. The proposed project has met some of the established criteria and has been recognized by the panel to be of significant worth, but there are some serious deficiencies that must be corrected before approval can be granted. When corrections are

made, the proposal is returned to the Director, who then forwards it back to the Review Panel. Approval is given only when all identified issues have been resolved to the panel's satisfaction.

Deferred or Rejected. The proposal has not met one or more of the established criteria and raising serious doubt as to the suitability of the proposed project. It is returned to the Director for the return to the author.

4. Reconsideration of the proposal would require a resubmission through the Director.

Once a proposal has been approved, it is then forwarded to USDA to be further reviewed by a Scientific Peer Review panel. The scientific peer review is an evaluation performed by experts in the field with scientific knowledge and technical skills to conduct the proposed work, whereby the technical quality and relevance to program goals are assessed. If approved, USDA notifies the Director of the approval and the length of time the project has been approved. It is up to the Director to determine the budget for the approved project, based on funding.

D. Evaluation of the Success of Multi and Joint Activities

1. The DC Experiment Station and the DC Extension Service continue to move in the direction of conducting research, programs, activities, and services that are concerns of the residents of the District of Columbia. In addition, the stakeholders serving on the AES/CES Leadership Advisory Council will assist in determining which issues can be supported by AES/CES and effectively address the needs of the people in their Ward.
2. Our programs address the needs of the underserved and underrepresented, particularly African-Americans.
3. AES/CES multistate and joint programs are committed to provide continuous quality improvement.

Our programs continue to address the needs of the under-served and under-represented population, which included Asians, Hispanics, Native Americans, African Americans, the elderly, handicapped and the disadvantaged.

The expected outcomes and impact of the projects and programs are found in each of the Key Themes listed under **Section F. Integrated Research and Extension Activities.**

The following are some examples of our program effectiveness and/or efficiency as found under the Impact Statements of our FY 2003 Annual Report:

1. implementing water environmental education training in several DC Public Schools
2. request for more teacher training programs in environmental education
3. community beautification and maintenance projects
4. more workforce skills development for the homeless
5. intervention health and nutrition programs for the elderly
6. promoting sustainable neighborhoods and healthy urban environments

E. Multistate Extension Activities

Although this section is not applicable for the University of the District of Columbia according to the requirements of AREERA section 105, at the end of FY 2003 we initiated a multi-state projects with: Cornell University to compliment our AITC programming; Pesticide & Health Management project with the regional EPA and John Hopkins University; and, through the Determinants to Childhood Obesity training grant through collaboration with various sister state universities..

F. Integrated Research and Extension Activities

GOAL II: A SAFE AND SECURE FOOD AND FIBER SYSTEM

Key Theme: Food Quality

- a. **Description:** This research was undertaken in collaboration with scientists from the Produces Quality and Safety Laboratory of the USDA to study qualitative and microbial changes of fresh-cut mango cubes held in controlled atmosphere (CA), using a mixture of 4% oxygen and 10% carbon dioxide. The marketable period was 3 to 5 days at 5C and 5 to 8 days at 5C. The CA was beneficial in maintaining quality of cubes, however, low temperature storage was more effective than CA. Studies were focused on modified atmosphere packaging (MAP) of fresh cut cantaloupe and fresh cut honeydew melon. Use of Sanitary dips with calcium propionate, calcium chloride, or calcium amino chelate has been found to maintain the quality and shelf stability of fresh-cut honeydew chunks.
- b. **Impact:** Fresh-cut industries and producers will benefit from the various postharvest technologies developed from this study as well as the consumers who purchase fresh cut fruit products. The combination of controlled or modified atmosphere storage and chemical treatments in combination with refrigeration will extend storage life of fresh-cut fruits.
- c. **Funding:** Hatch
- d. **Scope:** Multistate; Integrated Research and Extension

GOAL III: A HEALTHY, WELL-NOURISHED POPULATION

Key Theme: Human Nutrition

- a. **Description:** Food nutrient values and the role of supplements are often poorly recognized by seniors. While the United States food supply meets most nutritional needs of Americans, an improved understanding of nutrient requirements and the role of dietary constituents in disease prevention has led to an increase in recommendations for some nutrients, especially those contained in fruits and vegetables. Studies indicate that food choices of elderly adults are determined by tradition and habit, as well as food knowledge. Both quantitative and qualitative associations among identifiable behaviors and dietary choices enable construction profiles of individuals at nutritional risk. A collection of individual profiles that reflected nutritional risk and dietary deficiencies were assessed to determine interventions that would modify behavior.
- b. **Impact:** Quantitative (nutrient intake studies) and qualitative (case studies) measures suggested strong associations among identifiable behaviors and nutrient intake in the elderly. Interventions methods such as increasing and clarifying nutritional and dietary knowledge of eating patterns and behavior, and food intake were implemented. This was conducted with elderly residents of the United States Soldiers and Airmen's Home and several senior

recreational centers in the District of Columbia. These results will be compared with pre-intervention data to determine the effectiveness and necessary modifications.

- c. **Funding:** Hatch
- d. **Scope:** Multistate; Integrated Research and Extension

GOAL IV: AN AGRICULTURAL SYSTEM WHICH PROTECTS NATURAL RESOURCES AND THE ENVIRONMENT

Key Theme: Integrated Pest Management in Urban Gardens

- a. **Description:** The IR-4 project has been concentrated on monitoring the use of pesticides among the urban gardeners of the District of Columbia. The project director who is the State Liaison Representative for this northeast regional project attends seminars and meetings throughout the northeast at least twice per year to gather information on new pesticides and new application techniques for using these pesticides to control vegetable and ornamental crop pests in the Washington Metropolitan area. The information gathered is included in field plot research at the University's Research Farm and also communicated to gardeners through seminars and workshops. The sustainable agriculture group visited farms in Vermont and New Hampshire where techniques for weed control were demonstrated for applicability to urban/peri-urban gardens. Urban gardeners were also taken to Dover, Delaware for a "hands on" weed and insect controls were conducted on three different farms.
- b. **Impact:** Research was implemented in response to the needs of urban and peri-urban gardeners. Residents of the District of Columbia and the surrounding Metropolitan area were advised and shown how to use low-input agronomic and horticultural techniques to grow and sustain flowers and vegetables in our urban gardens. This research focused on cultural techniques, such as using composted waste as soil amendments instead of commercial fertilizers, crop rotation and resistant varieties, instead of chemicals to control weeds and disease and insects instead of chemical pesticides which were adopted by our urban gardeners. Urban and peri-urban residents benefited by receiving publications, and by discussing problems with our State Liaison, by attending seminars and by telephone.
- c. **Funding:** Match
- d. **Scope:** Multistate; Integrated Research and Extension

Key Theme: Sustainable Agriculture

- a. **Description:** This project focused on developing low input techniques for growing vegetables and ornamentals in urban/peri-urban gardens in the District of Columbia and Metropolitan area without the possibility of polluting our environment with potentially harmful chemicals. Such techniques included the use of composted yard waste and cow manure as soil amendments in the growing of the above mentioned crops. In addition to research discoveries, gardeners were given training through field days and seminars in applying sustainable agricultural techniques to achieve this low-input goal. The training and education program is a collaborative effort between the Agricultural Experiment Station and the Cooperative Extension Service.
- b. **Impact:** Local gardeners, community gardeners, and garden clubs have requested assistance and information pertaining to the use of soil testing to determine the correct amounts of fertilizer to be used. Also, more gardeners are using compost as a soil amendment than

commercial fertilizer for increased yield and weight. In addition, local groups and citizens of the District of Columbia have requested copies of our articles plot preparation for local gardens

- c. **Funding:** Hatch; Match
- d. **Scope:** Multistate; Integrated Research and Extension

FY 2003 Civil Rights Accomplishment Report

Equal Employment Opportunity

Equal Employment Opportunity continues to be a priority of the Agricultural Experiment Station (AES) and the Cooperative Extension Service (CES) at the University of the District of Columbia. Three additional program staff members were hired: one full-time Black female Extension Agent in the Community Resource and Economic Development Unit, and one part-time Black female Program Assistant for the C.H. Kirkman Center for Cooperatives. In September, CES also hired one Black female Director of Public Relations, who is responsible for print and electronic media and marketing of CES programs. AES did not hire any new staff. Staff members were hired based on their qualifications, which is the established employment personnel practice. All employees participated in a systematic annual performance appraisal process.

Staff Development

In order to achieve greater efficiency and effectiveness in research and extension programs and activities, AES and CES recognize the importance of staff development and training skills as it relates to improving staff performance. Through our Performance Appraisal AES/CES staff members were involved in discussion and mentoring. This resulted in staff receiving not only formal and informal training that was identified as being needed for the individual job performance, but also training that the employee identified as being beneficial to their own growth and development. Staff members were given the opportunity to enroll in courses at the University. As a result, two Extension Staff received their Masters Degrees, and another, expects to complete his degree requirements during 2004. The majority of the CES program staff attended the 2003 Galaxy Conference, as well as many other professional organizations conferences and meetings. Staffs on all levels took the opportunity to attend at least one training session during this reporting period. Members of the AES and CES staff were trained in the University's new Procurement System (PASS). Three CES employees completed the Northeast Leadership Development (NeLD) Program, and one AES employee completed the National Agricultural Leadership Development (NALD) Program. Other AES staff attended Westland Nursery Training, Projects and Administrative seminars, and Environmental Educational workshops.

Program Delivery

Enhanced program delivery methods have increased the participation of at-risk and underserved residents. Programs, activities and projects are delivered through more than 300 partnerships and collaborations with various organizations, agencies and businesses. AES continues to partner with the Chesapeake Watershed Cooperative Ecosystem Studies Unit, the Keep Washington D.C. Beautiful, the Executive Office of the Mayor's Office Clean City Coordinator, the D.C. Public School System, the Coalition for the Homeless, the Anacostia Watershed Society, and the 14th and U Main Street Initiative. Some of CES's partners include, Community and Religious based groups, D.C. Housing and Finance, National Cooperatives Association, TEAM After-School- Program, The D.C. Chinese Center, regional and local Americorp, National Arboretum, The National Zoo, the Cornell University, D.C. Public Schools, United Planning Organizations, Project Harvest, Deaf Reach, National Consumer

League, AARP, Non-commercial food service providers, Employer sites, Day Care Centers, Food Service Industry, Latin American Youth Association, and Asian American Youth Association.

AES' Water Environment Studies in Schools (WESS) has, to date, engaged ninety (90) public school teachers from 28 D.C. schools in 10-day Teacher Training Institutes. The program provided "hands-on" educational approach that engaged university professors, public school teachers, student mentors, and middle/junior high school students in the development of critical thinking and problem solving skills. A Training Manual that presents the trainers, workshop summaries and a sampling of comments by the teachers trainees is currently being compiled. In addition, an Activity Guide is being compiled for teachers classroom use.

AES also provided a summer Water Environment Studies in Schools at the P.R. Harris Educational Center. This was a six weeks summer program designed to provide approximately 100 children with experiences in water environment studies, art, and sports. Teachers in this program were our Water Environment Studies in School (WESS), Teacher Training Institute participants.

The Adopt-A-Block program continues to be an effective program in AES, especially pertaining to healthy neighborhoods. This program provided the litter prevention "Waste in Place" curriculum workshops to teachers in targeted D.C. Public Schools located in Ward 7. Teachers incorporated several of the educational modules into their environmental educational lessons. Students participated in several projects for establishing and maintaining aesthetic school grounds, local neighborhood and selected sites along the Martin Luther King, South Capitol Street corridor.

AES, in partnership with the 14th and U Main Street Initiative and the Coalition for the Homeless, established the Green Team Project (composed of homeless persons in the area). The team was responsible for helping to beautify and maintain a 26 block area along the 14th and U Street corridor by sweeping and removing trash from the sidewalks and curbs, removing graffiti, and removing weeds from flower boxes.

Programs and activities are delivered in health clinics, churches, shelters, senior residence facilities, community sites, on-campus University facilities, detention centers, public/private/charter schools, recreation facilities, police precincts, and libraries to name a few. Educational program, activities and research projects are provided through workshops, seminars, conferences, demonstration, skills laboratories, health assessment facilities, conference calls, e-mails, site assessments individual and small group consultations, print and electronic means, one-on-one contacts, in person or by telephone, and our joint AES/CES Annual Quality of Life Day exhibits and demonstrations, held at our Muirkirk Research Farm site.

Public Notification

Public Notification remains one of Agricultural Experiment Station's and Cooperative Extension's (AES/CES) strongest Civil Rights elements. We have made numerous special efforts to assure that our clientele are informed of our activities, programs and research projects. CES published a Quarterly newsletter that was distributed throughout the Washington area. Special targeted groups and audiences were personally contacted, and informed about our programs, activities and research projects, and encouraged to participate. During this reporting period we continued to utilize brochures, flyers, posters, newsletters, press releases, public service announcements, radio, public/private/cable

television, and written materials that were translated for our Hispanic and Chinese communities. A variety of materials were posted in doctor's offices, clinics, and libraries.

AES publications which extend beneficial information to the general public about on-going research conducted by the Agricultural Experiment Station include newsletters, fact sheets, brochures, and information documents.

Equal opportunity and non-discrimination statements were placed on all educational materials released to the public.

All programs, activities and research projects continue to be conducted in barrier free buildings at a variety of locations throughout the city in an effort to accommodate clientele with physical limitations.

Our diverse audiences and special interest clientele included limited resource audience, youth at risk, underrepresented, single mothers, homeless women and men, and Chinese and Hispanic residents. In an effort to further reach our diverse population, several publications were issued through mass mailings. This year Extension's mass audience(s) population totaled 274,438 contacts.

The USDA poster, "...And Justice For All," remains prominently displayed in all offices and facilities used by the Agricultural Experiment Station and Cooperative Extension Service.

Civil Rights Training

Several EEO Fact Sheets – "Know Your Rights", and "American with Disabilities Act".

The purpose of the "Fact Sheets" was to provide a basic awareness of the laws and policies of Civil Rights and to provide an understanding of the needs and behaviors required to treat all customers and employees fairly and equitably, with dignity and respect.

The Affirmative Action and EEO Training scheduled to be held during this reporting period has been rescheduled for May 2004.

Civil Rights Training is part of the On-site Civil Rights Compliance Reviews, and is mandatory for AES/CES staff.

On-Site Civil Rights Compliance Reviews

An On-Site Civil Rights Compliance Review was not scheduled to be conducted during this reporting period. The next Compliance Review is scheduled for May 2004.

District of Columbia – University of the District of Columbia-1862

Clientele Contacts by Racial-Ethnic Group

Group	White not of Hispanic Origin	Black not of Hispanic Origin	Native American/Alaskan	Hispanic	Asian or Pacific Islander	Total
Year						
2000-2004 Projected	(145,014) 27.0%	(327,081) 61.0%	(998) 1.0 %	(43,332) 8.0%	(17,503) 3.0%	(533,928) 100%
2003 Actual	(5,678) 20.5%	(19,425) 70.1%	(64) 0.2%	(1,900) 6.9%	(629) 2.3%	(27,698) 100%

Clientele Contacts by Gender

Gender/Year	Male	Female	Total
2000-2004 Projected	(213,571) 40%	(320,357) 60%	(533,928) 100%
2003 Actual	(10,474) 37.8%	(17,218) 62.2%	(27,696) 100%

CONTACT:

Alford H. Ottley, Ph.D.
 Acting Director, Agricultural Experiment Station
 Acting Director, Cooperative Extension Service
 4200 Connecticut Avenue, N.W.
 Washington, D.C. 20008
 Voice Phone: (202) 274-7100
 Fax Phone: (202) 274-7016
 E-Mail: AOTTLEY@UDC.EDU

Gloria Wyche-Moore, Ph.D.
 Associate Director, Agricultural Experiment Station
 University of the District of Columbia
 4200 Connecticut Avenue, N.W.
 Washington, D.C. 20008
 Voice Phone: (202) 274-7124
 Fax Phone: (202) 274-7113
 E-Mail: GWYCHEMOORE@UDC.EDU

Dolores Langford Bridgette
 Associate Director, Cooperative Extension Service
 University of the District of Columbia
 4200 Connecticut Avenue, N.W.
 Washington, D.C. 20008
 Voice Phone: (202) 274-7133
 Fax Phone: (202) 2747130
 E-Mail: DLBRIDGETTE@UDC.EDU

Juanita Hartsfield Hazel
Special Assistant, Management, Technology and EEO Monitor
University of the District of Columbia
4200 Connecticut Avenue, N.W.
Washington, D.C. 20008
Voice Phone: (202) 274-7120
Fax Phone: (202) 274-7130
E-Mail: JHAZEL@UDC.EDU

**MULTISTATE EXTENSION ACTIVITIES AND
INTEGRATED ACTIVITIES
Appendix C**