

# 2007 University of Wisconsin Extension Annual Report

Status: Accepted  
Date Accepted: 06/02/08

2007 University of Wisconsin Extension Annual Report

## I. Report Overview

### 1. Executive Summary

University of Wisconsin Extension applies university knowledge and research to meet the needs of citizens and communities. As Wisconsin grows more ethnically diverse, this diversity both enhances and challenges communities. Extension partners with local organizations, farmers, consumers, business owners, support services, coalitions, decision makers, and public and tribal government agencies to develop educational initiatives that build on the strengths of diverse communities.

UW Extension campus based state specialists and county agents conducted strategic planning during 2003-2004, engaging stakeholders from all 72 counties. Campus and county faculty and staff analyzed nearly 400 community issue statements to determine how to address emerging concerns. The needs identified through this process focused research and extension education for nearly 50 new statewide self-directed teams.

The 2007 University of Wisconsin-Extension annual report of accomplishments includes outcomes and impacts for the work of nine of these statewide teams described briefly in this overview:

1. Building 4 H After School Programs
2. Community and Economic Development Preparedness
3. Dairy
4. Downtown Vitality and Community Placemaking
5. Family Caregiving
6. Family Financial Education
7. Nutrient Management
8. Organizational Development
9. Youth Voices in Community Action and Governance

1. Building 4 H After School Programs

KA 802 Human development and family well-being

KA 805 Community institutions, health and social services

KA 806 Youth development

The statewide Building 4-H After-school Programs Team collaborates with educational partners to improve the quality of After-school programs and strengthen community collaborations that support caring for school-age youth during out of school time. Trained county 4-H youth development educators, campus specialists, AmeriCorps and VISTA staff Provide research-based face-to-face training supported by online courses, experiential 4-H curriculum, resources and capacity-building support to local after-school staff, youth and adult volunteers. In 2007, 5,320 adults were reached through direct contact methods, and 3,533 youth enrolled in organized 4-H after-school clubs in 2006.

Building regional after-school networks: State experiential learning specialist Kathi Vos worked with her Wisconsin Department of Public Instruction colleagues to develop the Wisconsin Afterschool Network (WAN), now 450 members from nearly 200 organizations dedicated to help keep school-age children safe, inspire them to learn, and help working families. Vos organized WAN Regional training networks in fall 2006 and coordinated the first WAN Regional Train the Trainer workshops in spring 2007. WAN Regional Networks connect with other local and regional organizations and meet twice a year in spring and fall. WAN regional networking included the La Courte Oreilles Band of Lake Superior Ojibwe Motivating the Hopeless, Uninterested, and Uninvolved Learner, Northeast, Southeast and Western Wisconsin Building Partners and Advocates for Afterschool Train the Trainer Regional Workshops. Vos aligned program assessment to reflect best practices for all types of after-school programs. WAN partners established quality recommendations titled Guiding Principles for Afterschool Programs: <http://dpi.wi.gov/sspw/wan.html>

Training after-school providers and their partners: During 2007, 23 trained county youth development educators worked with colleagues and community partners to train 500 after-school Staff, teen mentors and adult volunteers through six regional workshops on building partners and advocates, guiding Growth and Behavior Management, adapting 4H experiential curricula for after-school enrichment, youth protection, bully prevention, and starting or reorganizing 4H after-school Clubs. Online courses support face-to-face trainings. Thirty-three WAN trainers (working in 11 local teams of 3) provided 8 hours of training and technical support to 430 local after-school providers and partners. Although data were not collected at these trainings, it is estimated that 11 county 4-H programs are reaching 4,690 youth. During 2007, 26 trainings ranging from 2 hours to 2 months — plus a 60-hour training to meet licensing requirements for school-age child care providers with credits through UW-Platteville — trained 908 after-school providers and their partners. UW-Extension training plans and resources are available at: <http://www.uwex.edu/ces/4h/afterschool/training/county.cfm>

## 2. Community and Economic Development Preparedness Team

### KA 608 Community Resource Planning and Development

Changing economic conditions have forced many Wisconsin communities to rethink their community and economic development strategies. Those still developing economic elements of comprehensive plans required by 2010 need strategies based on solid data and proven methods. Communities need a shared vision to focus efforts on building Wisconsin's New Economy. The statewide Community and Economic Development Preparedness Team, UW-Madison Center for Community and Economic Development and UW-Superior Northern Center for Community Economic Development support campus and county faculty who Educate and partner with Wisconsin communities as they examine relevant economic data, identify realistic economic development options, and implement specific strategies that meet local needs.

Economic Snapshots: More than 100 news articles providing economic data about the region have been published on the front page of the Sunday Business Section of the Wisconsin State Journal reaching 350,000 statewide readers, customized locally and online at: <http://www.uwex.edu/ces/cced/economies/economicnapshot/index.cfm>

First Impressions: A Program for Community Assessment & Improvement has been applied in more than 100 Wisconsin communities and a thousand more across the United States and Canada. <http://www.uwex.edu/ces/cced/communities/firstimpressions>

Building regional economies: UW-Madison Center for Community Economic Development (CCED) specialists are helping regional partners assemble and communicate economic asset and opportunity data for the eight-county Capital Region. Economic and business climate data assembled through CCED and Wisconsin Department of Workforce Development collaboration now populate a new website providing information to businesses and entrepreneurs interested in locating or expanding in Central Wisconsin, and helping market the region: <http://www.thrivehere.org>

Comprehensive community planning: Community development educator Will Andresen put to work his team's new Community and Economic Development Tool Box to help revive the declining City of Hurley in rural Iron County. Using the toolbox, Andresen and local leaders documented city needs for a grant application. The resulting partnership with the Wisconsin Department of Commerce helped transform Hurley into a community willing to face its many challenges and create its desired future. Hurley's \$2.8 million downtown improvement and infrastructure project is now in place, complete with sidewalks, historic streetlights, new

sewer and water lines, curbs, gutters and street resurfacing. The Community and Economic Development Tool Box has been accepted for publication by the Global Urban Studies Program and Michigan State University Extension Service, and is currently housed with the Northern Center for Community Economic Development: <http://www2.uwsuper.edu/cedpt/index.htm>

### 3. Dairy Team

KA 307 Animal management systems

KA 315 Animal welfare, well-being and protection

KA 401 Structures, facilities and general-purpose farm supplies

KA 403 Waste disposal, recycling and reuse

KA 601 Economics of agricultural production and farm management

KA 602 Business management, finance and taxation

KA 608 Community resource planning and development

KA 803 Sociological & Technological Change Affecting Individuals, Families and Communities

Agriculture accounts for more than \$50 billion in economic activity each year, provides 420,000 jobs, and generates 10 percent of Wisconsin's total income. At around \$20 billion a year, the dairy industry contributes more than a third of that. Agriculture and Natural Resources Extension (ANRE) and Community, Natural Resource and Economic Development (CNRED) campus and county faculty engage farmers, farm support businesses, county, district, state and federal conservation and regulatory agencies and their citizen advisors to develop research-based educational programs that meet local needs and help rural communities become better stewards of the land and watersheds.

Through five statewide Dairy Team work groups backed by University of Wisconsin research at Madison, Platteville, River Falls and Stevens Point campuses, Discovery Farms and agricultural research stations, ANRE and CNRED educators worked to help farmers and farm support professionals respond quickly to stay in business and anticipate consumer needs in their neighborhood and around the world. To increase profitability and productivity among dairy farmers, Dairy Team members, colleagues and educational partners provide timely education and technical assistance on developing a successful business or farm succession plan, low-cost dairy retrofit parlors, agricultural and labor laws, research-based best management practices, production and herdsmanship training for Spanish-speaking workers through presentations on farms and in class, dairy meetings, field days, farm tours and pasture walks, workshops, conferences and teleconferences, peer networking and mentoring; and dissemination of teaching materials through websites, publications, farm news media, CDs and DVDs.

Cow care and Hispanic labor: T When sick cows put farm income at risk, UW-Extension gathers a local milk quality team of professionals to support herd management practices that prevent costly mastitis infections. As a result, producers are keeping better records; developing standard, written milking routines; training their Spanish-speaking workers in best practices, consulting with dairy professionals, adopting team management — and taking bigger milk checks to the bank.  
<http://www.uwex.edu/milkquality>

Bilingual Dairy Worker Training modules are developed in English and Spanish with the Babcock Institute for International Dairy Research and Development, so more dairy workers can learn best management skills and farm safety. Bilingual trainings help transcend communication barriers to the benefit of English-speaking employers, Spanish-speaking workers, herd health, and the dairy business bottom line. The Dairy Partner/El Compañero newsletter reinforces trainings for 2,000 dairy employees on 550 farms. Bilingual Dairy Worker Training modules are shared with colleagues at the Four-State Dairy Conference, have been adopted by Illinois, Iowa and Minnesota, sold to educators and dairy producers in the Midwest, Canada, Mexico and South America, and online at: <http://babcock.cals.wisc.edu/dwt/dwt.lasso>

Low-cost dairy modernization and business planning: As farmers struggle to decide between changing their management,

infrastructure and herd size or exiting the business, the Dairy Team Modernization Work Group helps them make informed decisions to achieve their goals through educational materials and programs in English and Spanish on adopting best management practices, herdsmanhip and farm safety skills, specializing in a more profitable niche market such as grass-fed with managed rotational grazing, farm succession and business planning, or modernizing the dairy with a more labor efficient system such as a low-cost retrofit milking parlor or freestall barn. Many Dairy Team members also work with Farm and Risk Management Team work groups. For example, Heart of the Farm provides farm management and production education for women to improve their farm business decision-making, and peer group support networks to ease their isolation.  
<http://www.uwex.edu/ces/heartofthefarm>

Livestock siting and land use: As farm and real estate development converge, Wisconsin enacted Livestock facilities siting legislation encouraging constructive dialogue among rural neighbors. UW-Extension assessed research-based performance standards for new and expanding livestock operations, and engaged public involvement. By working with educational partners and improving public participation in achieving a measurable, agreed-on regulatory process, UW-Extension educators address the needs of both farmers and rural communities, build local capacity to meet these needs, and support community action. Led by UW-Extension, counties are adopting large farm ordinances.

#### 4. Downtown Vitality and Community Placemaking Team

##### KA 608 Community resource planning and development

Downtowns and neighborhood business districts face serious problems that impact quality of life. As large discount stores and regional shopping centers draw customers to the outskirts, rural downtowns face high vacancy rates and a poor mix of businesses. The statewide Downtown Vitality and Community Placemaking Team, UW-Madison Center for Community and Economic Development and Local Government Center, UW-Stevens Point Center for Land Use Education and UW Colleges provide research and educational resources to help local business leaders, entrepreneurs, developers, and economic development professionals understand the changing marketplace and identify sensible, realistic ways to recapture or sustain the vitality of their downtown and business districts. As a result, communities become strong, vibrant and sustainable.

Comprehensive Downtown Market Analysis: CCED specialists and county CRD educators provide research and educational resources to help local business leaders, entrepreneurs, developers, and economic development professionals identify sensible, realistic opportunities for revitalizing downtown business districts. County community resource development educators' analyses have been featured in the Sunday Wisconsin State Journal reaching 350,000 readers, Milwaukee Business Journal, Superior Daily Telegram and online: <http://www.uwex.edu/ces/CCED/downtowns/dma/examples.cfm>

Business Improvement District education: Community planning and design specialist Chuck Law provides educational support to Wisconsin communities wanting to learn more about an increasingly popular funding mechanism known as Business Improvement Districts (BIDs). In 2007, educational programs included a Building Communities webinar reaching statewide online: <http://lgc.uwex.edu/cpd/bidpage/bid.html>.

Creating livable communities: A team of UW-Extension and UW Colleges faculty and staff are collaborating to help Wisconsin communities achieve economic development success. Target audiences include community leaders and residents of the two pilot communities of Rice Lake (population 8,370) and Marshfield (population 18,000). The project has identified community amenities that attract a workforce (Phase 1), for determining how well each pilot community is offering those amenities (phase 2).

Innovative Downtown Business Clearinghouse: The first web-based clearinghouse for economic development professionals features 75 innovative businesses that are bringing people back downtown). This searchable, easy-to-use resource is building capacity to work with local business and community leaders in exploring ideas to stimulate entrepreneurial thinking  
<http://www.uwex.edu/ces/cced/downtowns/innovative>

#### 5. Family Caregiving

##### KA 801 Individual and family resource management

## KA 802 Human development and family well-being

## KA 805 Community Institutions, Health and Social Services

The statewide Family Caregiving Team provides training and educational support for extension and community professionals and volunteers, regional long-term care councils, and Wisconsin's diverse family caregivers. Of 3,952 adults reached through direct teaching methods in 2007, 95% were white, 3% African American, 1% Asian American, 0.75% American Indian and 0.25 Other Identities; 78% were female and 22% male. Of those reached, about 2% (74) identified as Latino/a, who may be of any race.

**Training and curricula:** With UW-Extension leadership, Wisconsin Alliance for Family Caregiving members work closely with caregiving professionals to provide educational programs that acknowledge and honor Wisconsin's geographic and cultural diversity. Six UW-Extension faculty are certified Master Trainers for alliance-supported curricula. As Master Trainers, they have adapted curricula for Wisconsin caregivers and trained class leaders who teach at least one of the four curricula in 64 (88%) of Wisconsin's 72 counties. Since 2001, more than 500 trained educators, social workers, health-care providers, aging-network professionals and others –have taught 5,000 to 8,000 Wisconsin family caregivers through workshops, consultations, local caregiver coalitions, support groups and other educational strategies. The alliance also offers caregiving resources online, including evaluation materials and everything class leaders need: <http://www.uwex.edu/ces/flp/caregiving/alliance>

**Supporting family caregiving coalitions:** State specialist in aging Mary Brintnall-Peterson and Patricia Malone, Trempealeau County community resource development educator, were contracted by the Wisconsin Department of Health and Family Services (DHFS) to support the development of long-term care councils, Malone as half-time project director, and Brintnall-Peterson as grant manager. In redesigning long-term care services, DHFS requested proposals, asking for regional consortiums to develop plans for expanding Family Care throughout Wisconsin. Family Care is a model of managed long-term care designed to deliver services to the frail elderly and those with physical and developmental disabilities. Malone is supporting six regional consortiums in implementing effective stakeholder involvement strategies in developing these plans.

Family living educator Mary Meehan-Strub works with Human Services Directors from La Crosse and seven surrounding counties in establishing a regional response for DHFS Long-Term-Care Reform. The planning partners formed the West-Central Consortium for Long-Term Support and Health Care Reform for a DHFS Planning Grant. The consortium used the \$100,000 grant to prepare for expanding Family Care from La Crosse County to all eight counties, approved by all county boards of supervisors.

## 6. Family Financial Education

## KA 801 Individual and family resource management

The Family Financial Education Team collaborates with trained volunteers and educational partners using unbiased information for prudent use of products available from financial institutions. Family Financial education is delivered through trainings, individual financial counseling, conferences, workshops, presentations, newsletters, pay envelopes, resource fairs, community forums, poverty simulations, Reality Store simulations, schools and 4-H clubs, addressing the basics of earning, spending, using credit or repairing debt, avoiding bankruptcy, saving, health care, housing, financing higher education and other financial management priorities.

Nearly 11,700 adults were reached through direct teaching methods in 2007, and 660 youth enrolled in 4-H consumer education. The 344 volunteers trained extended financial literacy through direct teaching methods such as Reality Store simulations. Supporting local efforts, state specialists work with elder law, marital property law and tax law attorneys, estate planning, farm management, housing, insurance, small business and other experts to develop and update popular peer-reviewed family financial education publications in English and Spanish: <http://learningstore.uwex.edu>

**New debtor education and counseling:** To reduce the number of people using bankruptcy as a periodic budget balancing tool, U.S. Trustees in the Department of Justice made financial counseling and education a requirement to filing for bankruptcy.

Where counties lacked the financial education required, UW-Extension Family Living Programs fostered a concerted community-based educational response to address the needs of those filing for bankruptcy and others concerned about their economic security.

Supporting financial literacy coalitions: To build community capacity for reaching diverse audiences effectively, campus and county family living faculty and staff are creating and supporting coalitions among state, county and tribal governments, Banks, credit unions, financial service providers, schools, 4-H, community and social service agencies. Graduates of Central District trainings use the Money Smart program with their clientele in such programs as Home Buyer Education, Self-Help Housing and Credit Repair. In Juneau, Adams and Sauk counties, post-session evaluations have shown that 99% of participants increased their knowledge of financial management as well as acquired a variety of techniques in helping clientele. Many participants gained a better understanding of generational poverty and stated that they felt more confident in assisting clients with money matters. An Alliance for Financial Literacy survey underscores members' belief that together they are able to make a difference in their community. Class evaluations and financial plans developed after individual counseling indicate that participants understand the importance of setting realistic financial goals.

## 7. Nutrient Management

KA 102 Soil, plant, water and nutrient relationships

KA 133 Pollution prevention and mitigation

KA 203 Plant Biological Efficiency & Abiotic Stresses Affecting Plants

The statewide Nutrient Management Team is developing an integrated approach to provide programming and research for sustainable nutrient management on Wisconsin farms. ANRE and CNRED campus and county faculty work with educational partners to provide research-based education and best practices to help farmers manage their nutrient resources to maximize profitability and environmental protection through presentations on farms and in class, field days, farm tours and pasture walks, workshops, conferences and teleconferences; and dissemination of teaching materials through websites, publications, CDs and DVDs. <http://www.wimanuremgt.org>

Nutrient Management Farmer Education (NMFE): Three key programs — on-farm research, trainings and grant funding — intertwine to reach both farmers who seek out research-based education as well as those who lack the means to do so and can benefit the most by adopting best management practices. An interdisciplinary working group of the statewide Nutrient management Team incorporates the latest research recommendations from UW-Madison, Platteville, River Falls, Stevens Point, Discovery Farms and county agents in updating the NMFE curriculum and training inter-agency instructors. Local collaborations deliver NMFE training to producers, mostly dairy operators, and secure funding for those most in need of nutrient management planning. Trained farmers adopting nutrient management practices in 2006 saved an estimated \$333,000.

Multi-Agency Land and Water Education Grants have helped at-risk farmers develop nutrient management plans and funded more than 100 multi-year nutrient management projects, investing around \$10 million in areas with the most need and greatest potential for benefits. Discovery Farms applied research examines and monitors best practices with both economic and environmental benefits, such as controlling soil erosion, maintaining top yields, and managing nutrients, mainly nitrogen and phosphorus from manure including effects of melting snow. As a result, producers save money while helping improve water quality. Since 2000, more than 1,900 producers farming around 570,000 acres in 42 counties have received in-depth education on nutrient management planning.

Fostering professional practices, ethics and conduct among custom manure applicators: For-hire manure applicators manage about 4 billion of Wisconsin's 12 billion gallons of dairy manure each year, making them major partners in regulatory compliance. UW-Extension responded to their request for professional development with an interagency-industry collaboration to train new and existing firms. The industry now enforces professional standards under UW-Extension guidance, regulators and trained applicators throughout the Great Lakes Region are building mutual trust and cooperation in responding to spills, and firms completing certification trainings pay less for insurance.

---

## 8. Organizational Development Team

### KA 805 Community institutions, health and social services

The statewide Organizational Development Team, Community-Based Leadership Team and UW-Stevens Point Center for Land Use Education collaborate on program development and support for Wisconsin's non-profit, government and quasi-governmental organizations addressing a broad spectrum of organizational development needs. Interdisciplinary campus and county faculty provide research-based education for not-for-profit organizations, group processes and dynamics, improving quality and performance, resolving conflict and building capacity for evaluating outcomes.

Building capacity among local leaders and volunteer planning commissioners: Land use specialist Rebecca Roberts, UW-Stevens Point Center for Land Use Education, has developed a workshop curriculum and trained 750 volunteer plan commissioners in 45 counties. Post-workshop evaluations show that participants increased their knowledge by about 30 percent. As a result, local officials have established plan commissions, created bylaws, developed public participation plans, reviewed and amended application and decision forms, and influenced development and implementation of comprehensive plans: <http://www.uwsp.edu/cnr/landcenter/workshopspc.html>

Building regional inter-governmental cooperation: Waushara, Green Lake, and Marquette Counties share similar demographic, economic, and political situations, but their volunteer county economic development corporations (EDCs) lacked the resources and staff to address economic development needs. With educational support from county community development educators, the Tri-County Regional Economic Development Corporation (TREDC) incorporated and pooled their revolving loan funds into a single fund for the area. The Tri-County region leveraged \$1,086,000 to assist businesses and larger regional economic development initiatives. TREDC helped 10 businesses put together financial packages using County Revolving Loan Funds for \$776,000, which garnered private investment of \$10,420,000 while creating 147 new jobs and retaining 57. The three county governments have created other joint ventures, including the Tri-County Aging and Disability Resource Center and a joint emergency response plan.

Communicating Across the Generations: When employers voiced frustrations in managing workers from four generations, UW-Extension Washburn County community development educator Beverly Stencel developed the Communicating Across the Generations curriculum and workshop (revised 2007) to train audiences of all ages, cultures, socioeconomic and immigrant status through educational partners in state and tribal governments, public and trade schools, businesses and organizations nationwide. By learning to blend the creative energies and work styles of all four generations, managers are creating dynamic teams. Employees are developing skills to appreciate their differences, improving their performance quality, productivity and job satisfaction.

## 9. Youth Voices in Community Action and Governance Team

### KA 806 Youth development

The Youth Voices in Community Action and Governance Team collaborates with community partners in providing research-based education to build leadership capacity among youth and adults for youth to become active, productive citizens. Involving youth in governance builds on UW-Extension strengths in training citizens for government service, youth-adult partnerships, and positive youth-development. Nearly 50,000 youth enrolled in 4-H Citizenship and Civic Education, Personal Development and Leadership programs. The 2,393 volunteers trained in 2007 made additional teaching contacts.

Training youth and adults: The statewide Youth Voices in Community Action and Governance Team provides research-based training, educational resources and experiences with participatory democracy and juvenile justice, engaging youth in community decision-making and community governance, working with elected officials to establish youth positions on public boards, councils, and teen courts, and training adults on effectively working with youth as partners. Youth gain understanding of how decisions are made and develop skills to plan, organize and communicate effectively.

In Teen Court, trained middle and high school jurors hear cases of other school-age youth cited for first time misdemeanors such

as shoplifting, truancy or vandalism. Each volunteer attends trainings to identify and practice respectful, non-confrontational questioning. In a 2005 survey, extension-supported Teen Courts reported 560 youth volunteers trained as jurors and 89 adult volunteers trained as supervisors. Trained teen court volunteers in turn train their inexperienced peers, so new volunteers including former juvenile offenders learn their role directly from youth already participating. Compared with first-time offenders simply charged a small fine in traditional juvenile court (32%), far fewer held accountable by their peers reappear for later offenses (6%).

Building effective youth and adult partnerships case studies: To learn how groups are effective in making the transition from adult governance to youth-adult partnerships in governance, UW-Extension researchers visited three county sites twice, conducted youth and adult focus groups, interviewed staff and key stakeholders, and observed meetings. Staff reports, researcher observations, and a post-training workshop survey measured learning and community change. Extension colleagues and other youth professionals are using the Wisconsin Youth-Adult partnership Study summary report and tools for building effective youth-adult partnerships, including key stakeholders to engage in innovation, management goals and strategies, and identifying leverage points for change — underlying organizational and community conditions that can serve as either barriers or supports, such as self-interest, personal experience, collective story, champions, social networks, role identification, infrastructure, knowledge and practice: [http://fourhcouncil.edu/pv\\_obj\\_cache/pv\\_obj\\_id\\_7288E7A46D229B69CD2D2FB450CEF16BEE322600](http://fourhcouncil.edu/pv_obj_cache/pv_obj_id_7288E7A46D229B69CD2D2FB450CEF16BEE322600)

**Total Actual Amount of professional FTEs/SYs for this State**

Year:2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	90.0	0.0	2.0	0.0
<b>Actual</b>	99.0	0.0	2.0	0.0

**II. Merit Review Process**

**1. The Merit Review Process that was Employed for this year**

- Internal University Panel
- External University Panel
- External Non-University Panel
- Combined External and Internal University Panel
- Combined External and Internal University External Non-University Panel
- Expert Peer Review

**2. Brief Explanation**

Merit review is ongoing as statewide self directed teams develop specifics for the duration of planned programs. At the state level, program area administrators review and oversee team programming. Teams co chaired by campus and county faculty set the direction for their initiatives, complete a statewide team plan of work, develop research based educational resources, and report progress toward planned outcomes.

Merit reviews are conducted jointly by team leaders, program directors, and multi state and regional partners. Teams use reviewers' recommendations to improve program quality and relevance for the intended audience, and include review comments in annual accomplishment reports and plans of work.

UW Extension curricula and publications are peer reviewed by research and extension faculty, government or industry colleagues and professionals as appropriate to the content, purpose and intended audience. Translations are also reviewed for cultural appropriateness. Scholarly peer review and cultural review assure the quality and relevance of educational materials and outreach scholarship.

At the county level, local programming addresses priority issues identified through strategic program planning. Local elected officials review county programs as part of their oversight of extension programming.



### III. Stakeholder Input

#### 1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Targeted invitation to selected individuals from general public
- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals
- Survey of the general public

#### Brief Explanation

University of Wisconsin Extension initiates a multi year planning process every four years. UW-Extension is engaged in statewide four-year planning during 2007 and 2008. This process is the primary, institution wide effort to seek broad based stakeholder input. Extension's program development model provides the overall framework for soliciting, analyzing, and summarizing stakeholder input. The model includes situation analysis, priority setting, inputs, outputs, anticipated outcomes and evaluation planning. Campus and county UW Extension faculty and staff participate in regular grower, producer, consumer, network, community, school, government, business and community coalition meetings to stay informed of key stakeholders' changing needs.

#### 2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

##### 1. Method to identify individuals and groups

- Use Advisory Committees
- Use Internal Focus Groups
- Use External Focus Groups
- Open Listening Sessions
- Needs Assessments
- Use Surveys

#### Brief Explanation

Stakeholder identification and involvement were key components of Extension's multi year planning process. While county offices had latitude in tailoring their planning process to their unique needs, they were strongly encouraged to use methods that solicited feedback from their communities' diverse populations and from both internal and external stakeholders of Extension. Ongoing county civil rights reviews examine the methods used during the stakeholder identification phase and formulate recommendations intended to strengthen this aspect in future planning initiatives.

#### 2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them

##### 1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Survey of the general public
- Meeting specifically with non-traditional groups
- Survey specifically with non-traditional groups
- Meeting specifically with non-traditional individuals
- Survey specifically with non-traditional individuals
- Meeting with invited selected individuals from the general public
- Survey of selected individuals from the general public

**Brief Explanation**

Input has been gathered from diverse and under-represented audiences statewide through focus groups, interviews, listening sessions and case studies of youth-adult partnerships. When appropriate, teams develop culturally sensitive educational strategies; translate materials into different languages; and partner with agencies and groups representing the needs of under served and under represented populations. In addition, state team efforts must be viewed in relation to the local context, where all 72 of Wisconsin county extension offices have civil rights plans designed to reach the traditionally under served.

**3. A statement of how the input was considered**

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- Redirect Research Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities

**Brief Explanation**

Results from stakeholder input identified priority issues. County issue statements were analyzed and summarized by types of capital, and are being reviewed by teams for a planning summit in April 2008. This planning will set direction for extension and research to address priority issues, will be incorporated into budget and staffing decisions through nearly 50 statewide self-directed teams, and will shape team implementation and evaluation plans for the next 4 years and statewide federal 2009 to 2013 plans of work.

**Brief Explanation of what you learned from your Stakeholders**

{NO DATA ENTERED}

**IV. Expenditure Summary**

<b>1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)</b>			
<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
8200749	0	0	0

<b>2. Totaled Actual dollars from Planned Programs Inputs</b>				
<b>Extension</b>			<b>Research</b>	
	<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
<b>Actual Formula</b>	7509579	0	0	0
<b>Actual Matching</b>	7509579	0	0	0
<b>Actual All Other</b>	0	0	0	0
<b>Total Actual Expended</b>	15019158	0	0	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous years</b>				
<b>Carryover</b>	2696201	0	0	0

**V. Planned Program Table of Content**

<b>S. NO.</b>	<b>PROGRAM NAME</b>
1	Dairy
2	Nutrient Management
3	Community and Economic Development Preparedness
4	Downtown Vitality and Placemaking
5	Organizational Development
6	Youth Voices in Community Action and Governance
7	Building 4-H After School Programs
8	Family Caregiving
9	Family Financial Education

**Program #1**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Dairy

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
307	Animal Management Systems	15%			
315	Animal Welfare/Well-Being and Protection	20%			
401	Structures, Facilities, and General Purpose Farm Supplies	15%			
403	Waste Disposal, Recycling, and Reuse	10%			
601	Economics of Agricultural Production and Farm Management	10%			
602	Business Management, Finance, and Taxation	10%			
608	Community Resource Planning and Development	15%			
803	Sociological and Technological Change Affecting Individuals, Families and Communities	5%			
<b>Total</b>		100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	23.3	0.0	0.0	0.0
<b>Actual</b>	22.5	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
1742300	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1742300	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

To increase profitability and productivity among dairy farmers, the statewide Dairy Team and colleagues provide timely education and technical assistance on developing a successful business or farm succession plan, low-cost dairy retrofit parlors, agricultural and labor laws, research-based best management practices, production and herdsmanship training for Spanish-speaking workers through presentations on farms and in class, dairy meetings, field days, farm tours and pasture walks, workshops, conferences and teleconferences, peer networking and mentoring; and dissemination of teaching materials through websites, publications, farm news media, CDs and DVDs.

**Cow care and Hispanic labor:** The statewide UW-Extension Dairy Team Cow Care Work Group help dairy producers establish local milk quality teams, pulling together appropriate professionals to assess and address an individual producer's milk quality problems. The producer often initiates this process through the local UW-Extension office. County dairy and agriculture agents work with producers, veterinarians, nutrition consultants, experts on housing and milking equipment, farm service professionals and others to develop a comprehensive approach to improving milk quality. The team meets regularly at the dairy farm for 4 months to identify causes of the milk quality problem, consider solutions, recommend preventive management practices and evaluate progress.

Bilingual Dairy Worker Training modules are developed in English and Spanish with the Babcock Institute for International Dairy Research and Development, so more dairy workers can learn best management skills and farm safety. The Dairy Partner/El Compañero newsletter reinforces trainings for 2,000 dairy employees on 550 farms. Bilingual Dairy Worker Training modules are shared with colleagues at the Four-State Dairy Conference, have been adopted by Illinois, Iowa and Minnesota, sold to educators and dairy producers in the Midwest, Canada, Mexico and South America, and online at:  
<http://babcock.cals.wisc.edu/dwt/dwt.lasso>

**Low-cost dairy modernization and business planning:** As farmers struggle to decide between changing their management, infrastructure and herd size or exiting the business, the Dairy Team Modernization Work Group helps them make informed decisions to achieve their goals through educational materials and programs in English and Spanish on adopting best management practices, herdsmanship and farm safety skills, specializing in a more profitable niche market such as grass-fed with managed rotational grazing, farm succession and business planning, or modernizing the dairy with a more labor efficient system such as a low-cost retrofit milking parlor or freestall barn. Many Dairy Team members work with Farm and Risk Management Team work groups. Heart of the Farm provides farm management and production education for women to improve their farm business decision-making, and peer group support networks to ease their isolation.  
<http://www.uwex.edu/ces/heartofthefarm/>

## **2. Brief description of the target audience**

The statewide dairy team works with a variety of audiences including producers, agribusiness professionals, and locally elected officials. Of the 83,565 adults reached through direct teaching contacts in 2007, one-third were women and two-thirds men, more than 97% white and less than 1% African American, Asian American, American Indian or other identity. Of the total reached, nearly 2% (1,559) identified as Latino/a, who may be of any race. Agri-business professionals and the 356 volunteers trained made additional teaching contacts.

UW-Extension colleagues: UW-Extension Dairy Team Cow Care, Hispanic Labor and Dairy Modernization work groups deliver statewide and multi-state educational programs working with Farm and Risk Management Team Heart of the Farm Women in Agriculture, Farm Business Succession and Business Planning work groups, Nutrient Management Team, Livestock Team, Team Forage and regional grazing networks, Team Grains, Emerging Agricultural Markets Team, Entrepreneurship team, UW-Extension county educators and state specialists with the Center for Dairy Profitability, Dairy Forage Research Center, Agriculture Innovation Center, Local Government Center, and researchers at UW-Madison, UW-Platteville, UW-River Falls and UW-Stevens Point.

Bilingual dairy worker training modules developed with the Babcock Institute for International Dairy Research and Development, UW-Madison School of Veterinary Medicine, and UW-Extension Distance/Education Digital Media help dairy and heifer producers communicate critical management and disease-prevention concepts for developing milking, reproductive care, calf management, herdsmanship and farm safety skills among Wisconsin, Upper Midwest and international dairy workers.

Educational partners include 4-H clubs and volunteer leaders, high schools, farm business instructors, community and technical colleges, dairy business leaders and public officials, Professional Dairy Producers of Wisconsin, Dairy Business Association, Wisconsin Milk Marketing Board, farm news media, county land and water conservation departments, regional planning commissions, Wisconsin Department of Agriculture, Trade and Consumer Protection, Wisconsin Department of Commerce Dairy 2020, Wisconsin Farm Bureau, U.S. Department of Agriculture Natural Resources Conservation Service, USDA Farm Service Agency, AgSource Cooperative Services, Dairy Herd Improvement Association and other farm service professionals.

Ultimate beneficiaries include youth and aspiring farmers, small-scale, risk-averse, beginning and retiring dairy and heifer producers, dairy herd owners and managers, women in agriculture, Spanish-speaking dairy workers and their families, cheesemakers, dairy processors, dairy community and farm support businesses, dairy business service providers, dairy business entrepreneurs, state agency professionals, local government units, nonfarm neighbors, dairy product consumers in Wisconsin and around the world.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	100000	0	0	0
2007	83565	0	9245	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	6	21	27

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Direct participant contact

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	100000	0



**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Agribusiness professionals and dairy producers will learn strategies that improve dairy operations.
2	Farmers, non-farmers and elected officials will increase their knowledge and understanding of land use planning and livestock facilities site legislation, best practices, and options for their local communities.
3	Dairy producers and support businesses will explore, learn and adopt modernization options and management practices that result in lower costs and/or increased productivity in their dairy enterprises.
4	Dairy producers will better understand their Hispanic employees, improve their management of these employees, and increase their requisite job-related knowledge and skills.
5	Participants will increase awareness about the importance of the relationships between agriculture, local government, rural residents and environmental and recreational pursuits.

**Outcome #1****1. Outcome Measures**

Agribusiness professionals and dairy producers will learn strategies that improve dairy operations.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	3300	3475

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Mastitis is the most costly disease of dairy cattle, reducing protein in milk, cheesemaker yields, shelf life, palatability, and dairy farm income. Treating mastitis and discarding the milk -- or culling the cow from the herd -- can cost farmers dearly. In most developed dairy countries, milk quality is measured by the somatic cell count, and the bacterial count ('standard plate count' or SPC) in pre-pasteurized bulk tank milk. Somatic cells are mainly white blood cells that function as early warning signals when bacteria such as those causing mastitis invade the udder. Commercial buyers consider milk containing less than 200,000 somatic cells per milliliter (SCC/ml) 'good' quality.

**What has been done**

Since 2001, the UW-Extension Dairy Team Cow Care Work Group, UW-Madison Dairy Science Department and Wisconsin Milk Marketing Board helped 478 dairy producers establish local milk quality teams, pulling together appropriate professionals to assess and address an individual producer's milk quality problems. While WMMB funding ceased at the end of June, dairy producers still have access to local milk quality teams in counties offering this resource through their UW Extension office. County dairy and agriculture agents work with producers, veterinarians, nutrition consultants, experts on housing and milking equipment, farm service professionals and others to develop a comprehensive approach to improving milk quality.

More than 1,300 dairy producers, agribusiness, extension and university personnel registered as program participants. UW-Extension agents have led about 80% of milk quality teams and participated in 1,500 Milk Quality team meetings. Milk quality educators trained more than 130 veterinarians, dairy plant field staff, dairy cooperatives and other agri-business professionals as team leaders who participated in 540 team meetings and 40 trainings for producers. For example, Ken Bolton (35% Milk Money Program through June supported 11 local milk quality teams in 2007, trained 23 Spanish-speaking dairy workers on udder anatomy, 13 county agents on team facilitation, and 175 Guatemalan Dairy Congress participants, while helping update the Milk Money manual. The web site has grown as an industry resource, receiving 8,000 user hits per day as of May 2007: <http://www.uwex.edu/milkquality>

**Results**

By 2007, 478 farms participated in the Milk Money team process in Wisconsin. As a result, producers adopted best management practices such as performing bulk tank cultures; culturing for clinical mastitis; keeping better treatment records; developing standard, written milking routines; wearing gloves during milking; training Spanish-speaking workers in best practices, consulting with dairy professionals and using team management. After 4 months in the program, the average farm dropped their bulk tank somatic cell count by about 77,000 SCC/ml and increased income by \$1,650 per month. From 2000 to 2006, the Dairy Herd Improvement Association (DHIA) average bulk tank counts for Wisconsin dairy herds dropped from 306,000 to 258,000 SCC/ml, while the California state DHIA average increased from 248,000 to 291,000 SCC/ml.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
307	Animal Management Systems
601	Economics of Agricultural Production and Farm Management
401	Structures, Facilities, and General Purpose Farm Supplies
803	Sociological and Technological Change Affecting Individuals, Families and Communities
403	Waste Disposal, Recycling, and Reuse

315	Animal Welfare/Well-Being and Protection
608	Community Resource Planning and Development
602	Business Management, Finance, and Taxation

**Outcome #2**

**1. Outcome Measures**

Farmers, non-farmers and elected officials will increase their knowledge and understanding of land use planning and livestock facilities site legislation, best practices, and options for their local communities.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	1900	183

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

To curb conflict and protect water resources as suburbs and dairy farms expand, the Wisconsin legislature enacted the Livestock Facilities Siting Law -- Wisconsin Act 235, implemented in 2006 by predictable uniform standards defined in Wisconsin Administrative Code Chapter ATCP 51. This law can only be applied where communities adopt zoning ordinances for siting large dairy or livestock operations with 500 or more animal units -- at 1,000 pounds per AU, about 360 Holstein cows.

**What has been done**

County agriculture and community development educators collaborated with Discovery Farms, Local Government Center and Wisconsin Department of Agriculture, Trade and Consumer Protection colleagues to provide research-based educational materials and programs that built capacity among community leaders, farmers and their non-farm neighbors for making local decisions and new ordinances consistent with state law. About 2,000 elected and appointed officials from 47 counties -- town and county supervisors, zoning administrators, planning commissioners, assessors, conservationists and other officials -- learned about the state's new Livestock Facilities Siting Law. Workshop series in Waupaca, Fond du Lac, Manitowoc, Calumet and Kewaunee counties helped local officials weigh considerations for adopting the new technical standards.

**Results**

Working with educational partners to engage public participation in achieving a measurable, agreed-on regulatory process, UW-Extension educators address the needs of both farmers and rural communities, build local capacity to meet these needs, and support community action. The 22 participating county educators reported that 9 towns or counties have adopted new zoning ordinances, and 6 more are in process. These ordinances protect public health and safety by establishing standards and procedures for issuing licenses for new and expanded livestock and waste storage facilities.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development
403	Waste Disposal, Recycling, and Reuse
601	Economics of Agricultural Production and Farm Management
315	Animal Welfare/Well-Being and Protection
602	Business Management, Finance, and Taxation
803	Sociological and Technological Change Affecting Individuals, Families and Communities
307	Animal Management Systems
401	Structures, Facilities, and General Purpose Farm Supplies

**Outcome #3**

**1. Outcome Measures**

Dairy producers and support businesses will explore, learn and adopt modernization options and management practices that result in lower costs and/or increased productivity in their dairy enterprises.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	12000	7852

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

For Wisconsin's 10,000 farmers still milking in old-fashioned tie stall barns, staying in business means replacing or converting aging buildings. Yet reinvesting hundreds of thousands of dollars in a new milking parlor, freestall barn and manure handling system remains cost-prohibitive for some and too great a risk for others.

**What has been done**

The UW-Extension Dairy Team Modernization Work Group offers options and planning support to help producers make sound financial decisions and cut costs. Small-scale, risk-averse and beginning farmers get help with business planning, adopting managed rotational grazing, specializing in a more profitable niche market, and modernizing with a more labor efficient system such as a low-cost retrofit milking parlor or freestall barn. As a result, new and retrofit facilities are improving herd health, efficiency and profitability statewide, and easing the backbreaking labor of milking cows.

Led by agriculture development agent Tom Cadwallader, the new Wisconsin School for Beginning Dairy and Livestock Farmers is demonstrating the importance of local facilitation in providing a place to meet and network in a positive learning environment. In 2007, the joint UW-Extension, UW-Marathon County Spooner Agriculture Research Station and Madison Area Technical College program reached 96 beginning farmers at 5 sites combining online instruction with local facilitation and co-taught with area farmers.

**Results**

Based on 46 on-farm visits in 2007, new Northern Wisconsin dairy agent Sam Zimmermann wrote 24 recommendations that included computer-assisted drawings of building layouts, aerial photos, herd tables, milking parlor plans and written proposals based on University recommendations. Zimmermann reached another 72 producers at a tri-county Compost Barn Workshop and Tour. He keeps current dairy modernization virtual tours and photo galleries showing how dairy farms improved facilities as a result of UW-Extension education: <http://marathon.uwex.edu/ag/modern/index.html>

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
315	Animal Welfare/Well-Being and Protection
401	Structures, Facilities, and General Purpose Farm Supplies
403	Waste Disposal, Recycling, and Reuse
601	Economics of Agricultural Production and Farm Management
602	Business Management, Finance, and Taxation
307	Animal Management Systems
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #4****1. Outcome Measures**

Dairy producers will better understand their Hispanic employees, improve their management of these employees, and increase their requisite job-related knowledge and skills.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	100	445

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

As dairy producers update their facilities and add more cows to their herds, they need consistent, reliable employees trained in modern dairy practices. Needs Assessments conducted in Brown and Outagamie Counties confirmed that farm safety is a major concern, yet no safety program existed. Skid steer farm accidents are common, sometimes resulting in death. As more farms employ Spanish-speaking workers and run skid steer loaders around the clock, bilingual safety trainings are also needed.

**What has been done**

Led by Outagamie County dairy and livestock agent Zen Miller, the Dairy Team Hispanic Labor Work Group has developed bilingual Dairy Worker Trainings in Spanish and English to help producers communicate key concepts for improving milking, reproductive care, calf management and herdsmanship skills including helping cows with calving and fresh cow exams. In 2007, Sheboygan County dairy and livestock agent Tina Kohlman partnered with her neighboring technical college on seven trainings for more than 200 mostly Spanish-speaking dairy workers. The bilingual Dairy Partner/El Compañero newsletter reinforces these trainings, reaching 2,000 employees on 550 Northeast Wisconsin farms and published online by Fond du Lac County dairy and livestock agent Paul Dyk: <http://www.uwex.edu/ces/cty/fonddulac/ag/dairy.html>

The curriculum developers added bilingual modules on driver, machinery and animal handling safety. Brown County Agriculture Educator Mark Hagedorn and Zen Miller developed a pilot bilingual safety training on skid steer loaders. Supervised students participated in an outside skills course to reinforce what they learned in class. Trainers reinforced good safety habits and pointed out lapses in operator skills. Bilingual dairy worker training modules produced with the Babcock Institute for International Dairy Research and Development are available at: <http://babcock.cals.wisc.edu/dwt/dwt.lasso>

**Results**

Since 2004, more than 500 Spanish-speaking dairy workers have attended bilingual Dairy Worker Trainings. Evaluation results show that participants made large gains in skill level and knowledge. Bilingual trainings help transcend communication barriers to the benefit of both English-speaking employers and Spanish-speaking workers. From the 2007 pilot safety training, evaluations indicated that pre-inspection, driving, maintenance and over all knowledge increased. Participants asked for more hands on training in switching skid steer attachments and lifting different loads. The trainers are using this feedback to improve farm safety trainings for next spring.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
307	Animal Management Systems
803	Sociological and Technological Change Affecting Individuals, Families and Communities
608	Community Resource Planning and Development
403	Waste Disposal, Recycling, and Reuse
602	Business Management, Finance, and Taxation
401	Structures, Facilities, and General Purpose Farm Supplies
601	Economics of Agricultural Production and Farm Management
315	Animal Welfare/Well-Being and Protection

**Outcome #5**

**1. Outcome Measures**

Participants will increase awareness about the importance of the relationships between agriculture, local government, rural residents and environmental and recreational pursuits.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	97000	10279

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

n/a

**What has been done**

n/a

**Results**

n/a

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
307	Animal Management Systems
602	Business Management, Finance, and Taxation
315	Animal Welfare/Well-Being and Protection
403	Waste Disposal, Recycling, and Reuse
601	Economics of Agricultural Production and Farm Management
608	Community Resource Planning and Development
401	Structures, Facilities, and General Purpose Farm Supplies
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

Appropriations changes: The Milk Money program has been a statewide milk quality improvement program offered by UW Extension in partnership with the Wisconsin Milk Marketing Board (WMMB) since 2001. As of July 2007, external financial support for centralized Milk Money activities ceased. Some dairy producers still have access to local milk quality teams in counties offering this resource through their local UW Extension office. Funding for centralized services — toll-free milk quality hotline, farm visits and laboratory support, email newsletters, development of educational materials and training programs — was not renewed by WMMB.

Competing public priorities: The Livestock Siting and Land Use work group was part of the Dairy Team through 2006. In 2007, this work group moved to the Land Use and Agriculture Team that is in process of restructuring and will be reactivated at a later date. Work of this group continues to result in long-term impacts including county zoning ordinances that align with the Wisconsin Livestock Facilities Siting Law and uniform standards for compliance.

Farm business succession is critical to the future of farming. Farm families face financial, legal and human resource risks during the transition of the management and assets of the farming business. With the average age of Wisconsin farmers being 53 years old, this will continue to be a programming issue for UW-Extension. A number of UW-Extension agriculture agents contacted state specialists requesting assistance with farm succession situations in their counties. A 2006 UW Center for Dairy Profitability survey indicated farm succession training was a professional development need for agents. As a result, the new Farm Succession and Business Planning Work Group has trained 24 colleagues and agency partners and is developing online peer-reviewed educational resources: <http://www.uwex.edu/ces/farmsuccession/index.cfm>

Educational materials supporting the Dairy Team Agricultural Literacy and rural and Urban Relationships Work Group are being revised to incorporate critical demographics and economic changes needed for effective communication on these issues.

## **V(I). Planned Program (Evaluation Studies and Data Collection)**

### **1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)

### **Evaluation Results**

Heart of the Farm: The National Agricultural Statistics Service's most recent agricultural census reported 7,353 Wisconsin women as principal farm operators in 2002, up more than one-fourth (27%) since 1997. Including these women, around 33,000 are operating farms with one or more partners. UW-Extension's Heart of the Farm - Women in Agriculture Conference Series and Annie's Project address the needs of farm women by providing education on pertinent topics, connecting them with agricultural resources, and creating support networks. Heart of the Farm offers 1-day conferences, training programs and hands-on workshops on business planning, Financial record-keeping, Agricultural and Labor laws, managing workers, Herd health and more.

Dairy farm women may be the hardest target audience to reach. Heart of the Farm evaluations reveal that for farm women to place priority on attending an agriculture educational program it first must be relevant to their business. As farms are expanding and hiring more employees, many of them immigrants, about 140 farm women attending in 2007 rated most highly trainings on labor laws and employee management. End-of-session questions are consistent with previous evaluations so they can be compared over time. A summary of Heart of the Farm evaluations from 2002 to 2006 was completed in 2007: <http://www.uwex.edu/ces/heartofthefarm/>

Improving farm profitability: Economic stressors have increased dairy producers' need to understand the financial performance of their farm business to make profitable business management decisions. The Extension Education Committee and past participants in Dairy Farm Business Summary and Agricultural Financial Advisor (AgFA) educational programs continue to request farm management education, and farm lenders regularly refer producers to UW-Extension To improve dairy producers' financial decision-making skills.

St. Croix County agriculture agent Lee Milligan collaborated with farm management state specialists and colleagues to develop the Managing the Dairy Farm Profitably and Building A Vision AgVenture farm financial management curricula for teaching farm financial management principles to dairy producers. Milligan used these curricula to teach eight farm financial management programs to more than 75 dairy producers in 2007. Participants reported these programs helped them identify financial strengths and weaknesses in their farm business:

- 94% reported these programs helped them monitor financial performance trends and helped them build confidence in their farm business management skills.
- 75% reported the programs helped them identify benchmarks for their financial or production performance.
- 63% noted the programs helped them decide whether to make a capital purchase.

### **Key Items of Evaluation**



Farm women are involved in all the major decisions on their farming operation as well as household decisions. Heart of the Farm Women in Agriculture program evaluation summaries 2002 to 2007 report what 500 conference participants liked best:

- Discussion
- Lots of information
- Network with women

What they would like to change:

- More in-depth information on all topics
- More discussion and networking time

Most attendees were from dairy farms and almost two-thirds (63%) contributed 40 or more hours of on-farm work per week. Two-fifths (42%) worked off the farm an average of 30 hours a week. Most were responsible for farm bookkeeping and bill paying. Women are more likely to work with livestock than do field work, and more likely to make financial decisions rather than crop management decisions. Average farm size was 600 acres. Women were all ages, with most 45 to 54, followed by 35 to 44 years old. They heard about the program through direct mail, extension newsletters and personal contact.

**Program #2**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Nutrient Management

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	60%			
133	Pollution Prevention and Mitigation	15%			
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants	25%			
<b>Total</b>		100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	11.6	0.0	0.0	0.0
<b>Actual</b>	9.4	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
638475	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
638475	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The statewide Nutrient Management Team is developing an integrated approach to provide programming and research for sustainable nutrient management on Wisconsin farms by combining the interests and skills of personnel from UW-Extension, government agencies, and the private sector. ANRE and CNRED campus and county faculty work with educational partners to provide research-based education and best practices to help farmers manage their nutrient resources to maximize profitability and environmental protection through presentations on farms and in class, field days, farm tours and pasture walks, workshops, conferences and teleconferences; and dissemination of teaching materials through websites, publications, CDs and DVDs.

Nutrient Management Farmer Education (NMFE): Three key programs — on-farm research, trainings and grant funding — intertwine to reach both farmers who seek out research-based education as well as those who lack the means to do so and can benefit the most by adopting best management practices. An interdisciplinary working group of the statewide Nutrient Management Team incorporates the latest research recommendations from UW-Madison, UW-Platteville, UW-River Falls, UW-Stevens Point, Discovery Farms and county agents in updating the NMFE curriculum and training inter-agency instructors. Local collaborations deliver NMFE training to producers, mostly dairy operators, and secure funding for those most in need of nutrient management planning. Trained farmers adopting nutrient management practices in 2006 saved an estimated \$333,000.

Multi-Agency Land and Water Education Grants have helped at-risk farmers develop nutrient management plans and funded more than 100 multi-year nutrient management projects, investing around \$10 million in areas with the most need and greatest potential for benefits. Discovery Farms applied research examines and monitors best practices with both economic and environmental benefits, such as controlling soil erosion, maintaining top yields, and managing nutrients, mainly nitrogen and phosphorus from manure including effects of melting snow. As a result, producers save money while helping improve water quality. Since 2000, more than 1,900 producers farming around 570,000 acres in 42 counties have received in-depth education on nutrient management planning.

Fostering professional practices, ethics and conduct among custom manure applicators: For-hire manure applicators manage about 4 billion of Wisconsin's 12 billion gallons of dairy manure each year, making them major partners in regulatory compliance. UW-Extension responded to their request for professional development with an interagency-industry collaboration to train new and existing firms. The industry now enforces professional standards under UW-Extension guidance, regulators and trained applicators throughout the Great Lakes Region are building mutual trust and cooperation in responding to spills, and firms completing certification trainings pay less for insurance.

## **2. Brief description of the target audience**

The statewide nutrient management team works with a variety of audiences including producers, commercial applicators, manure and fertilizer dealers, and other community members. Nutrient Management Farmer Education students include county and district conservationists, crop consultants, farmers participating in federal cost-share programs, expanding or installing new facilities or referred to UW-Extension for training by conservationists. Of 22,563 adults contacted through direct teaching methods in 2007, 99% were white and less than 1% African American, Asian American, American Indian and other identities; three-fourths were male and one-fourth female. Of these, 1% (145) identified as Latino/a, who may be of any race.

UW-Extension colleagues include Agriculture and Natural Resources Extension campus and county faculty and staff, UW-Madison departments of Dairy Science; Soil Science, Animal Science, Agronomy, Agricultural and Applied Economics; Biological Systems Engineering, Environmental Sciences, Nutrient and Pest Management, agricultural research stations, Discovery Farms, Environmental Resources Center, Local Government Center, Agriculture Innovation Center, UW-Platteville Pioneer Farm, UW-River Falls, and UW-Stevens Point Groundwater Information Center state specialists, geologists and hydrogeologists at the Wisconsin Geological and Natural History Survey, UW-Green Bay, UW-Oshkosh and U.S. Geological Survey.

Farmers and non-farm neighbors: Community leaders, municipal and county officials, dairy and livestock producers and their non-farm neighbors make local decisions consistent with state and federal law and understand the policy implications.

Community partners include professional nutrient applicators and regulators throughout the Great Lakes region, agricultural chemical dealers, local, state and federal agency personnel, farmers, crop consultants and other farm service professionals.

Educational partners include high schools, 4-H clubs and volunteer leaders, area technical colleges, local dairy business leaders and public officials, county land and water conservation departments, regional planning commissions, well drillers, Northeast Wisconsin Karst Task Force, Professional Nutrient Applicators Association of Wisconsin, Wisconsin Department of Agriculture, Trade and Consumer Protection, Wisconsin Department of Natural Resources, U.S. Department of Agriculture Natural Resources Conservation Service Environmental Quality Improvement Program (NRCS EQIP), Wisconsin Milk Marketing Board, farm news media and others.

Ultimate beneficiaries include small-scale and limited-resource dairy, livestock and poultry farmers, rural communities, private well owners, new parents and their babies, farm service providers, agricultural entrepreneurs, non-farm neighbors, lakeshore dwellers, fishers, water recreation enthusiasts, wildlife and future generations.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	10000	0	0	0
2007	22563	0	0	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

Number of Peer Reviewed Publications			
	Extension	Research	Total
<b>Plan</b>			
2007	1	10	11

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Direct participant contacts

Year	Target	Actual
2007	10000	0

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Producers will gain knowledge of nutrient management strategies.
2	Research and on-farm demonstrations of nutrient management practices will be conducted.
3	Producers will increase profitability through the implementation of improved nutrient management strategies.
4	Producers, agricultural business professionals and others will learn about nutrient/manure management related regulations.
5	Producers will gain knowledge of manure management techniques and strategies.
6	Clients will be provided with effective methods for preparing phosphorus-based nutrient management plans.

**Outcome #1**

**1. Outcome Measures**

Producers will gain knowledge of nutrient management strategies.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	250	1672

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Government farm programs, zoning, large farm licenses and state animal feeding operation permits all require farms to have nutrient management plans. Regulations aside, improving nutrient management practices can also improve farm profitability and reduce harmful effects of nitrogen and phosphorus on water quality.

**What has been done**

The statewide Nutrient Management Team researches and updates guidelines to help farmers prevent loss of nitrogen and phosphorus from fertilizers and manure to groundwater, lakes and streams. Their Nutrient Management Farmer Education (NMFE) curriculum combines classroom instruction, individual consultation, and on-farm field trials to engage farmers in designing their own nutrient management plans. UW-Extension collaborates with county and district conservationists, technical colleges, crop consultants and agronomists to deliver NMFE locally and secure funding for those who would benefit most and are most in need of assistance. Lake Superior watershed: Where red clay soils shed water rapidly during snowmelt and after rain, sheet flow from farmland washes manure and fertilizer into streams and rivers feeding Lake Superior. Early 2007 meetings in Ashland, Bayfield, Douglas and Iron counties revealed that very few dairy and beef operators tested their soil, credited nutrients from manure or legumes, were aware of nutrient needs of their crops or of spreading restrictions on their fields. Ashland and Bayfield counties agriculture agent Jason Fischbach collaborated with county and district conservationists to train 21 farmers, calibrate their manure spreaders and inspect manure handling and storage. Only 15 percent were using soil test results to guide nutrient applications, applying from 50 to nearly 600 pounds actual N to corn for silage. The farmers sampled their soils in the fall, and are meeting with Fischbach and the NRCS Conservationist to develop nutrient management plans that meet the state's 590 Nutrient Management Standard.

**Results**

Collaboration with partners extends to Wisconsin Department of Agriculture, Trade and Consumer Protection endorsement of the NMFE curriculum as the only mechanism for certifying farmers to write their own nutrient management plans. A key point in this process is that producers voluntarily participate in small group and one-on-one activities, using their own information and management goals to develop their own nutrient management plan. The end product is a plan the farmer can understand and follow as a result of participating. In 2007, Multi-Agency Land and Water Education Grants (MALWEG) funded trainings for more than 300 at-risk farmers planning 77,000 acres in 23 counties, not including nutrient management planning begun in four counties of the Lake Superior watershed. Since 2000, more than 1,900 producers farming around 570,000 acres in 42 counties have received in-depth education on nutrient management planning. An estimated 80 percent developed or helped develop a nutrient management plan for their operation that meets all local, state and federal regulations.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
133	Pollution Prevention and Mitigation

**Outcome #2**

**1. Outcome Measures**

Research and on-farm demonstrations of nutrient management practices will be conducted.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	200	50

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Increasing environmental regulations and public expectations have made proper manure application a growing issue for the dairy and livestock industry throughout the upper Midwest region. For-hire manure applicators manage about 4 billion of Wisconsin's 12 billion gallons of dairy manure each year, making them major partners in environmental protection and regulatory compliance.

**What has been done**

The UW-Extension Statewide Nutrient Management Team Custom Applicator Subgroup -- conservation professional development and training coordinator Kevin Erb, nutrient and pest management specialist Jim Leverich, youth agricultural safety specialist Cheryl Skjolaas and agriculture agents Carla Hargrave (Green Lake), Jerry Clark (Chippewa), Matt Hanson (Dodge), Randy Zogbaum (Columbia), Nick Schneider (Clark), and Ted Bay (Grant)), -- Collaborated with USDA Dairy Forage Research Center staff and Professional Nutrient Applicators Association of Wisconsin (PNAAW) to host Manure Tech 2007: the third Upper Midwest Manure Handling Expo held in Wisconsin and the only one of its kind in the nation.

While farmers and custom applicators may know that decomposing manure produces gases, they are not aware of the dangers of these gases in confined spaces or how to properly protect themselves, employees or service providers. After two PNAAW members suffered life-threatening respiratory injuries from exposure to manure gases, Cheryl Skjolaas incorporated confined space safety and rescue into level 1 voluntary certification training for PNAAW professional development. She also trained university agricultural research farm staff, Wisconsin Department of Agriculture, Trade and Consumer Protection engineers and NRCS technicians, and demonstrated monitoring and ventilation equipment for two sessions during the Upper Midwest manure handling expo. Other manure expo demonstrations included Compost & Bedded Pack Barn Management, Managing Manure with Precision Farming, Reducing Soil Compaction During Manure Application, Evaluating Manure Application Methods, assessing Soil Moisture for Manure Application Decision Making, Summer Manure Application on Alfalfa, and responding properly to manure spills: <http://www.wimanuremgt.org>

**Results**

More than 500 custom manure applicators, farmers, industry and agency staff attended the Expo from 18 states and 4 Canadian Provinces. As a result of attending education sessions, farmers learned or planned to adopt: using soil moisture content to govern manure application, adjusting application practices to control ammonia release, using GPS technology, training applicators to use variable rate technology, manure application on no-till, staying off wet soil, using drag hose equipment, mapping manure applications, managing manure applications on alfalfa, equipment options for manure application, impact of manure application on soil compaction, using the SNAP computer program, new safety products, and the importance of agitating manure pits.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants
133	Pollution Prevention and Mitigation

**Outcome #3**



**1. Outcome Measures**

Producers will increase profitability through the implementation of improved nutrient management strategies.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	90	242

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Local conservationists are identifying farmers who could benefit by learning nutrient crediting and basic requirements of the NRCS 590 Nutrient Management Standard. Interagency collaborations have formed to deliver Nutrient Management Farmer Education locally and secure funding for those most in need of nutrient management planning. Focused efforts are underway to help farmers improve decision-making, develop a nutrient management plan that fits their operation, and improve long-term sustainability of farm profitability, land use and water quality.

**What has been done**

Multi-Agency Land and Water Education Grants (MALWEG) encourage integration of education into local conservation efforts, targeting Nutrient management. MALWEG provided \$170,000 to fund 11 new projects for training through 2007. UW-Extension Discovery Farms Outreach Specialist Kevan Klingberg and basin educator Andy Yencha provide statewide leadership and assistance for local projects led by collaborations among UW-Extension county educators and Nutrient and Pest Management state specialists, county and district conservationists, and Technical College staff. Trainers use the Nutrient Management Farmer Education (NMFE) curriculum of research-based soil fertility, crop nutrition, soil testing and nutrient crediting materials.

Dodge County: Since 2005, agriculture agent Matt Hanson has trained 72 producers and each has completed a nutrient management plan. Producers who have implemented plans estimate an average savings of \$8.33 per acre, which would amount to a \$263,000 savings for those farming the 31,500 recently planned acres. Conservatively, Hanson estimates that over the past 5 years he has helped producers save nearly half a million dollars by using legume and manure nutrient credits, as well as making informed decisions about commercial fertilizer purchases. Producers applying proper nutrients to their land are reducing risks of both nitrogen leaching into groundwater and phosphorus entering surface water. Evaluation results have shown an average reduction in total N applied to corn acreage by 75 pounds per acre. Legume N credits for alfalfa increased by 12 pounds per acre. Of participants surveyed, 83% have made changes to their soil fertility program to become more cost efficient.

Eau Claire County: More than 170 producers countywide have developed and updated their Nutrient Management plans. Completed plans include dairy, beef, horse, swine and poultry operations, both conventional and organic. All plans are phosphorus-based according to soil tests. In 2007, 20 new plans were written and more than 65 updated. Five Amish producers wrote their own plans this year, which may be the first in Wisconsin for this under-served audience. More than 43,000 acres have been planned. Producers report their average savings is close to \$14 per acre, which means they may be saving as much as \$602,000 yearly by adopting nutrient management practices.

**Results**

n/a

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
133	Pollution Prevention and Mitigation
102	Soil, Plant, Water, Nutrient Relationships
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants

**Outcome #4**

**1. Outcome Measures**

Producers, agricultural business professionals and others will learn about nutrient/manure management related regulations.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	200	522

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Proper response to emergency manure spills and runoff can keep a small problem from becoming a large one, reduce environmental impacts and safeguard health.

**What has been done**

With assistance from UW-Extension agents and conservation professional development and training coordinator Kevin Erb, counties have begun developing strategies to help farmers and first responders prepare for emergencies. Of 10 counties attending a December 2006 training, Manitowoc, Outagamie and Oconto revised and produced materials, Waupaca and Winnebago began developing a brand new response planning document. Joint trainings extend proper spill response education locally.

Langlade, Oconto, Outagamie and Waupaca counties: live action manure spill response demonstrations were held in July, August and September 2007 in partnership with local emergency government, Land Conservation and NRCS. Around 200 farmers, agency staff, first responders and professional manure applicators learned ways to contain and deal with manure runoff. Live action demos showcase what happens when dealing with real life. At the Oconto County demonstration, sand meant to stop downstream movement eroded as quickly as trainers could shovel, sparking a lively discussion among participants of other ways to deal with manure in a roadside ditch.

Manitowoc County: Dairy and livestock agent Scott Gunderson worked with Jerry Halverson, director of the county Soil and Water Conservation Department, to produce the Manitowoc County Manure Spill and Run-off Emergency Response Plan guide, reaching 125 farmers and allied industry representatives through four classes in 2007. These farm owners have at least 35 acres with areas less than 40 inches to bedrock, and learned about manure spreading on critical sites. Another 600 dairy and livestock farmers received updated color hazard maps in print or on CD, and were encouraged to share these maps with their crop advisors and custom manure haulers.

**Results**

Farmers and custom applicators have already put to work skills and knowledge gained at a UW-Extension training to respond properly to manure spills.

Langlade County: A small leak developed on a dairy manure storage facility. Using the materials provided at a joint UW-Extension and land conservation training, the farmer immediately reported the situation to the Department of Natural Resources (DNR) and took steps to prevent manure from leaving the site. The DNR report indicates that the farmer took all of the proper steps and no enforcement action is expected.

Waupaca County: When a dragline ruptured during application, releasing about 1,000 gallons across the road and into roadside ditches, the farmer and custom manure applicator immediately reported the incident and quickly contained and cleaned up the spill, power washing the road and scraping the ditches. No enforcement is expected.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants
133	Pollution Prevention and Mitigation

**Outcome #5**

**1. Outcome Measures**

Producers will gain knowledge of manure management techniques and strategies.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	650	2010

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Farms that lack adequate storage for manure during winter rely on surface manure applications to cropland. While proper application supplies valuable nutrients for crop growth, controversy flares when heavy rains or sudden snowmelt wash unsafe amounts of nitrogen and phosphorus into private wells or popular fishing areas.

**What has been done**

During 2007, UW Discovery Farms conducted research on 8 private farms, studying nutrient management; correct material, rate, timing and placement to grow productive, profitable crops while minimizing surface water contamination. Since 2003, Discovery Farms researchers have also monitored surface water runoff from cropland with late-winter manure applied, a cooperative effort with the U.S. Geological Survey and livestock producers. Outreach Specialist Kevan Klingberg and USGS colleagues compiled 4 years of manure / snowmelt runoff data, presented results at the 2007 American Society of Agronomy, Crops and Soil Science annual meeting, and release cautionary statewide news alerts calling producer's attention to critical times to avoid manure applications due to impending snowmelt. Such on-farm research trials identify, implement and monitor best practices for UW-Extension Nutrient Management Farmer Education and custom manure applicator certification trainings : <http://www.uwdiscoveryfarms.org>

SNAP-Plus nutrient management and soil loss assessment software compares field data to identify areas of critical need with the most potential for improvement using best management practices. SNAP calculations are a cornerstone of the NMFE curriculum, strengthening partnership with the Wisconsin Department of Agriculture, Trade and Consumer Protection (DATCP). Continued success of SNAP+ requires that the model be based on the best available science. SNAP+ support activities include on-going work by UW-Madison soil scientist Laura Ward Good and natural resources extension specialist John Panuska to refine phosphorus enrichment ratios, sediment delivery routines and snowmelt hydrology. Such support activities improve Wisconsin Phosphorus Index equations and SNAP calculations, and are incorporated into software updates.

**Results**

DATCP endorses the NMFE curriculum as the only mechanism for certifying farmers to write their own nutrient management plans. Using SNAP+ and the Wisconsin phosphorus index for nutrient management planning provides producers greater flexibility to comply with regulations based on the NRCS 590 Nutrient Management Standard. Between Nov. 19 and Dec. 31, 2007 the Snap+ web site processed 16,500 requests for information, of which 378 were for software downloads and 1,861 were for the users manual. SNAP and Wisconsin P Index information: <http://www.snapplus.net>

Following the cautionary 2007 snowmelt alert, radio stations, newspapers and producers contacted Klingberg requesting similar timely cautions for snowmelt 2008. Panuska and Good are supporting Department of Natural Resources P Index development for Total Maximum Daily Loads, a primary DNR and U.S. EPA water quality program.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants
133	Pollution Prevention and Mitigation

**Outcome #6****1. Outcome Measures**

Clients will be provided with effective methods for preparing phosphorus-based nutrient management plans.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	100	158

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Most farmers are natural stewards of the land, and an array of research-tested best management practices can help them protect water quality and stay profitable. UW-Extension provides the technical information and educational delivery expertise for navigating the regulatory maze, improving farm practices and monitoring the results.

**What has been done**

The UW Discovery Farms conducts applied research through a statewide network of diverse owner-operated commercial farms, drawing on the expertise of state specialists from UW-Madison, UW-Platteville, UW-River Falls and UW-Stevens Point, as well as the U.S. Geological Survey as an independent science-based partner. This collaboration provides real farm data on farm practices, nutrient applications, and runoff water quality to continue calibrating and fine-tuning the Wisconsin Phosphorus Index.

SNAP RUSLE2 Phosphorus Index: Wisconsin Phosphorus Index (PI) ranks fields on their potential to deliver phosphorus to lakes and streams, where algae growth is limited by the amount of phosphorus in the water. SNAP-Plus nutrient management and soil loss assessment software compares field data to identify areas of critical need with the most potential for improvement using best management practices. SNAP-Plus calculates:

\* Crop nutrient recommendations for all fields on a farm, taking into account legume nitrogen and manure nutrient credits consistent with University of Wisconsin recommendations.

\* RUSLE2-based soil loss assessment for determining whether fields applied with fertilizer or manure meet tolerable soil loss (T) requirements. Phosphorus Index equations use the annual erosion rate of a field and the P concentration in eroded sediment. Erosion rate is calculated using the latest version of the Revised Universal Soil Loss Equation, RUSLE2. Sediment P is estimated using routine soil test P and organic matter.

\* A rotational Phosphorus Index value for all fields as required for soil phosphorus (P) management.

\* A four-year P balance as required for using soil test P for phosphorus management.

**Results**

In 2007, three classes of producers, mostly dairy operators, received 12 hours of in-depth instruction on the latest version of Snap-Plus nutrient management planning software. Participants entered their own farm data into Snap-Plus and discovered limitations on some of their fields for manure spreading, especially on high-phosphorus fields. Producers commonly found excessive high soil phosphorus levels in fields where manure has been spread repeatedly. Using SNAP+ and the Wisconsin phosphorus index for nutrient management planning provides producers greater flexibility to comply with regulations based on the NRCS 590 Nutrient Management Standard.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
133	Pollution Prevention and Mitigation
203	Plant Biological Efficiency and Abiotic Stresses Affecting Plants

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation****V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)
- During (during program)

**Evaluation Results**

The University of Wisconsin Discovery Farms Program conducts applied research through a statewide network of diverse owner-operated commercial farms, drawing on the expertise of state specialists from UW-Madison, UW-Platteville, UW-River Falls and UW-Stevens Point, as well as the U.S. Geological Survey (USGS) as an independent science-based partner. USGS staff help design the research projects, install monitoring equipment and work with Discovery Farms to collect and analyze water quality data, bringing farmer and community interests together by using study results for education.

The resulting Nutrient Management Farmer Education curriculum provides the trainings required for certification of farmers writing their own nutrient management plans: Introduction to Nutrient Management Planning; Nitrogen Management (basic and advanced), Phosphorus, Potassium & pH Management (basic and advanced), and manure management. "Optional" training modules answer specific geographic or production questions and address the needs of specialized farmers — Nutrient Management Planning in Wisconsin: Rules, Regulations, and the 590 Standard; Dietary Phosphorus and Nitrogen Management; Karst and Tile Line Concerns; and Nutrient Management for Grazers: <http://www.uwdiscoveryfarms.org/>

The Nutrient Management Farmer Education curriculum contains an evaluation plan that includes pre- and post-workshop assessments as well as comprehensive, long-term assessment. Results of both evaluations are reported individually by UW-Extension county faculty. Statewide Farm Practice Inventory results and trends are reported by water resources education coordinator Ken Genskow, Environmental Resources Center (UW-Madison / Extension).

**Key Items of Evaluation**

**Program #3**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Community and Economic Development Preparedness

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	10.0	0.0	0.0	0.0
<b>Actual</b>	14.3	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c 1023630	1890 Extension 0	Hatch 0	Evans-Allen 0
<b>1862 Matching</b> 1023630	<b>1890 Matching</b> 0	<b>1862 Matching</b> 0	<b>1890 Matching</b> 0
<b>1862 All Other</b> 0	<b>1890 All Other</b> 0	<b>1862 All Other</b> 0	<b>1890 All Other</b> 0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The statewide community and economic development preparedness team provides a variety of educational activities including presentations, professional development offerings through workshops, conferences and teleconferences; dissemination of teaching materials through websites, publications, CDs and DVDs. Major 2007 activities:

**Building Communities:** Established by Community development specialist Andy Lewis and business management specialist Bill Pinkovitz, UW-Madison Center for Community Economic Development, more than 40 Building Communities webinars have introduced new educational resources to colleagues, state agency staff, private sector partners, North Central Regional Center for Rural Development and national participants.

**Building regional economies:** CCED specialists are helping regional partners assemble and communicate economic asset and opportunity data for the Capital Region — Columbia, Dane, Dodge, Green, Iowa, Jefferson, Rock and Sauk counties. To advance regional sustainable forestry economic development, a collaborative of Wisconsin and Michigan extension services, natural resource agencies, economic development commissions and organizations convened three conferences attended by local government, business, economic development, education, forestry and logging. To help both new colleagues and experienced practitioners identify and use the most appropriate educational tools, the statewide Community and Economic Development Preparedness Team created an online Community and Economic Development Tool Box accepted as the introduction to the International Municipal Economic Development Tool Kit" to be published by the Global Urban Studies Program and Michigan State University Extension Service, and currently published by the Northern Center for Community and Economic Development: <http://www2.uwsuper.edu/cedpt/index.htm>

**Community Economic Development Preparedness Index (CEDPI)** has prepared dozens of Wisconsin communities for Economic Development. A CEDPI chapter will be published in the International Municipal Economic Development Tool Kit and presented in Kiev, Ukraine in 2008: <http://www.uwex.edu/ces/cced/economies/cedpi.cfm>

**Economic Snapshots:** Initiated by Bill Pinkovitz, Andy Lewis and Matt Kures, CCED Geographic information specialist, more than 100 Economic Snapshots — brief articles providing economic data about the region — have been published on the front page of the Sunday Business Section of the Wisconsin State Journal, reaching about 350,000 readers and online at: <http://www.uwex.edu/ces/cced/economies/economicssnapshot/index.cfm>

**First Impressions:** A Program for Community Assessment & Improvement has been applied in more than 100 Wisconsin communities and a thousand more across the United States and Canada. <http://www.uwex.edu/ces/cced/communities/firstimpressions/>

## **2. Brief description of the target audience**

The statewide community and economic development preparedness team works with a variety of audiences including community leaders, business owners, elected officials, plan commissions, town boards, county boards, local planning departments and citizens.

UW-Extension colleagues: The statewide Community and Economic Development Preparedness Team works with extension colleagues including the Community, Natural Resource and Economic Development (CNRED) Sustainability Team and Energy Team and Family Living Programs Affordable Housing Team in developing new educational programs, tools, resources and approaches to assess and address priority local needs. State specialists with the UW-Madison Center for Community and Economic Development and Local Government Center and UW-Superior Northern Center for Community and Economic Development collaborate with state urban and regional planning, national and international colleagues to research and align best practices and effective stakeholder involvement in developing downtown market analysis, community placemaking and business improvement district education.

Educational partners include the UW-River Falls Survey Research Center, community and technical colleges, Workforce Development Board of South Central Wisconsin, Wisconsin Department of Workforce Development, Wisconsin Department of Commerce, Alliance for Sustainability, Focus on Energy program. UW-Extension state specialists in the UW-Madison Center for Community and Economic Development and Local Government Center, UW-Stevens Point Survey Research Center, and UW-Superior Northern Center for Community and Economic Development work with county faculty and community partners in developing and applying needed tools, resources and approaches that strengthen local efforts.

Community partners include local officials, city, county and tribal governments, school districts, school teachers, economic development practitioners, and news media.

Economic Snapshots —Expanding readership provides the means to reach a wide range of people and businesses, generating interest and comment from traditional and nontraditional audiences. For example, June 2007 snapshots covered farm employment, farmland sales, farmers nearing retirement, farming and the cost of petroleum.

Green Team Network of Early Adopters of Sustainability: New Chequamegon Bay region network includes three municipalities, two Tribal governments, two school districts, two colleges, two government agencies, two commercial businesses, two industries, one bus company and one restaurant.

Ultimate beneficiaries include youth and families, community retailers, residents, workers, consumers, visitors.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	13000	0	0	0
2007	28224	350000	0	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0

**Patents listed**



**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	0	8	8

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Direct participant contact.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	13000	0

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Participants will increase their awareness, knowledge, and/or visibility re: the issue of community economic development and awareness.
2	Participants will develop strategies and take action that address local economic development issues.
3	Additional resource leveraging such as funding, expertise and partnerships that address local economic development issues.

**Outcome #1****1. Outcome Measures**

Participants will increase their awareness, knowledge, and/or visibility re: the issue of community economic development and awareness.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The new regional organization Thrive is composed of business, education, government and non-profit leaders from Columbia, Dane, Dodge, Green, Iowa, Jefferson, Rock and Sauk Counties, collaborating to retain, expand and attract key industries, jobs and entrepreneurs. Lack of a plan for development leaves the Capital Region vulnerable to competition and unplanned growth. Thrive invited community development specialist Andy Lewis and geographic information specialist Matt Kures to join the Collaboration Council Assets and Opportunities Work Team.

**What has been done**

To help build awareness, GIS specialist Matt Kures partnered with the Workforce Development Board of South Central Wisconsin to develop an accelerated learning series for cross-disciplinary economic development professionals on the region's unique geographic and economic aspects. To help Thrive develop a regional clearinghouse, Kures partnered with Wisconsin Department of Workforce Development (DWD) labor force economist Eric Grosso to assemble workforce participation and productivity, industry structure, business climate and economic health data.

Community development specialist Andy Lewis researched past studies on quality of life indicators, many of which go hand-in-hand with economic development. Based on his findings and other input, the team recommended transportation and water quality as the first two quality of life issues for Thrive to measure and monitor regularly.

**Results**

CCED specialists have already helped Thrive further their goals of growing target industry sectors key to the regional economy; becoming a catalyst for resolving major quality of life issues; building a regional culture of shared decision making; and creating awareness of regional assets and opportunities.

Accelerated learning series: More than 130 economic development professionals participated. They recommended that the accelerated learning series be continued to further dialog on regional economic development issues and to provide orientation for new economic development partners.

Regional economic database: The Economic and business climate data assembled through CCED and DWD collaboration now populate Thrive's new website, providing information to businesses and entrepreneurs interested in locating or expanding in Central Wisconsin and helping Thrive market the region: <http://www.thrivehere.org>

Thrive president Jennifer Alexander notes that 'UW-Extension staff has been enormously effective in helping Thrive and our regional partners assemble and communicate data on the eight-county Capital Region's assets and opportunities.' 'In furthering these efforts. Extension's ongoing work will help Thrive staff and regional partners advance plans to carry out Thrive's vision.'

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #2**

**1. Outcome Measures**

Participants will develop strategies and take action that address local economic development issues.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Shifts in rural and global economies call for new approaches to helping community partners understand, analyze, prepare and fund economic development strategies. Regional sustainability and eco-municipality movements are spreading through the Lake Superior Chequamegon Bay area. Cities have adopted eco-municipality resolutions, Mayors have signed Climate Initiatives, a College President has signed the College President's Climate Commitment and businesses are seeking sustainability information. It is clear that these organizations and others need assistance defining sustainability in their context, establishing baseline data, and undertaking initiatives.

**What has been done**

The Alliance for Sustainability submitted an extension-reviewed grant proposal to the Otto Bremer Foundation for developing a network of early sustainability adopters. Following the February 2007 funding of the 3-year \$65,000 grant, Ashland County CRD educator Tom Wojciechowski joined in developing the Green Team Network of Early Adopters of Sustainability. The first step for all Network team members was to take The Natural Step (TNS) e-course training module through TNS Canada. A sustainability framework originating in Sweden with the founding of the first eco-municipality, The Natural Step has provided the foundation for sustainable community development in the rural Northern Wisconsin Chequamegon Bay area.

The network focused first-year efforts on building awareness and energy efficiency knowledge, baseline energy data gathering and energy action plan development. Wojciechowski worked with Network coordinator Mary Rehwald and staff from Focus on Energy to provide training for 35 Network participants including two 4-hour Practical Energy Management courses. The training included simple energy-saving steps such as switching to compact fluorescent bulbs as well as instruction on complex techniques.

**Results**

By December 2007, the Green Team Network of Early Adopters of Sustainability -- 17 organization teams -- included three municipalities, two Tribal governments, two school districts, two colleges, two government agencies, two commercial businesses, two industries, one bus company and one restaurant. The makeup of the network is the most powerful aspect of this program -- a broad cross section of communities including several of the areas largest employers, local governments, non-profits, industries and agencies. These groups rarely interact and team meetings have started some remarkable synergistic opportunities. Saving energy and dollars interests all members, and discussions around this mutual interest have opened the door to other possibilities in pursuing sustainability. All 17 teams are preparing energy action plans to share with the whole network in March 2008.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #3**

**1. Outcome Measures**

Additional resource leveraging such as funding, expertise and partnerships that address local economic development issues.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The city of Hurley in rural Iron County faced a decades-long population decline, high unemployment, low wage rates and disinvestment, creating a downward spiral of neighborhood blight, deteriorating housing stock, aging infrastructure, increased public service costs and a declining ability to pay for needed improvements. City officials were acutely aware of the problems, but lacked an understanding of tools, resources and funding sources to create an effective strategy to address them. When city officials learned of a new Wisconsin Department of Commerce (DOC) program to redefine the department's relationship with communities, they turned to their UW-Extension county community resource development educator for help.

**What has been done**

CRD educator Will Andresen engaged local leaders, residents and business owners in a community development initiative and facilitated a public forum. Andresen put to work his team's new Community and Economic Development Tool Box to prepare for the community engagement and education process that helped transform the City of Hurley. Using the tool box, Andresen and local leaders wrote a 'Community Assessment Tool' report to document city needs, a critical step in the grant application process.

**Results**

The partnership developed a strategic downtown development plan that identified the community's highest priorities as improving the downtown, housing, water and sewer systems, extending County Highway D to alleviate traffic pressure on downtown streets, and creating a Business Improvement District. In 2006, DOC selected Hurley as one of three state comprehensive community development pilot cities. Hurley received \$2,588,330 for the community's top three priorities, including downtown enhancements (\$1.4 million), infrastructure improvements (\$580,000) and roadway extension (\$520,000). The project is also supported by an \$8.5-million US Department of Agriculture Rural Development grant to assist with water and sewer projects and a \$588,330 grant from the Wisconsin Department of Transportation for street resurfacing:

[http://www.wisgov.state.wi.us/journal\\_media\\_detail.asp?locid=19&prid=1975](http://www.wisgov.state.wi.us/journal_media_detail.asp?locid=19&prid=1975)

The partnership with UW-Extension and the Wisconsin Department of Commerce helped transform Hurley into a community willing to face its many challenges and to create its desired future. Hurley's \$2.8 million downtown improvement and infrastructure project is now in place, complete with decorative sidewalks, historic streetlights, landscaping and signage along with entirely new sewer and water lines, curbs, gutters and street resurfacing. A clear transformation is taking place in the community. A new 'Hurley Vision' Committee has formed to implement the goals and visions identified during the planning process. The city is conducting a housing needs analysis to help create additional housing. And the city has applied for funding to draft its first Comprehensive Plan to prepare for future community and economic development needs.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)

## Brief Explanation

### V(I). Planned Program (Evaluation Studies and Data Collection)

#### 1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)

#### Evaluation Results

Community and Economic Development Tool Box: Will Andresen and Bob Kazmierski developed a survey to measure the awareness, access, use and usefulness of the Community and Economic Development Tool Box. The survey was delivered via e-mail to the CNRED-ALL list in the summer of 2007. The survey results indicated that there was excellent awareness of the resource, that it was relatively easy to access, that it was well-used and that it was a useful resource. Based on these findings, the team agreed to invest additional time and resources into enhancing the tool box based on the survey comments.

Evidence Eighty-eight percent of the respondents were aware of the resource, 86% found it easy to access, 62% used the site and 92% found it to be "somewhat useful" or "very useful."

Respondents stated that they used the tool box in a number of powerful ways: building community capacity, analyzing community readiness, preparing for public meetings, sharing the resource with local officials and researching available tools and resources related to community and economic development.

Successful outcomes experienced by the respondents as a result of using the resource included: an organizational assessment for a tourism group, community team building and improving the user's own community development assessment skills.

Of 190 colleagues surveyed after being introduced to the new Community and Economic Development Toolbox at the National Association of Community Development Extension Professionals Conference in San Antonio, most found the toolbox useful in their work:

- 90% of respondents stated that the toolbox would be useful in their programming.
- 85% rated toolbox effectiveness as "good" or "excellent" in helping them decide which tool to use.

Green Team Network of Early Adopters of Sustainability: All 17 teams are preparing energy action plans to share with the whole network in March 2008, and will then conduct evaluation of the project's first year. The Practical Energy Management training provided very practical suggestions and a spreadsheet tool for evaluating and reporting actions. The evaluation tool is useful for providing financial analysis of proposed actions and many of the suggested first action steps have very favorable paybacks. One of the teams implemented multiple lighting upgrades in its facility and provided a tour for network members. Until the Energy Action plans are shared in March 2008 most of the evidence so far is anecdotal. The stories have included: switching out incandescent bulbs for compact fluorescent bulbs, T-12 bulbs for T-8 bulbs, changing Christmas lights for city displays to LED bulbs, replacing water heaters with on-demand heaters and many other small steps. Nearly every team has had an energy audit conducted on their facilities and they are currently developing action plans.

#### Key Items of Evaluation

**Program #4**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Downtown Vitality and Placemaking

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	5.0	0.0	0.0	0.0
<b>Actual</b>	3.5	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c 259438	1890 Extension 0	Hatch 0	Evans-Allen 0
<b>1862 Matching</b> 259438	<b>1890 Matching</b> 0	<b>1862 Matching</b> 0	<b>1890 Matching</b> 0
<b>1862 All Other</b> 0	<b>1890 All Other</b> 0	<b>1862 All Other</b> 0	<b>1890 All Other</b> 0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The statewide Downtown Vitality and Community Placemaking team provides a variety of educational activities including presentations, professional development offerings through teleconferences, workshops and conferences; dissemination of teaching materials through websites, publications, CDs and DVDs. Major 2007 activities include:

**Business Improvement District education:** Community planning and design specialist Chuck Law, co-director of the Center for Community and Economic Development and director of the Local Government Center, UW-Madison / Extension, provides educational support to Wisconsin communities wanting to learn more about an increasingly popular funding mechanism known as Business Improvement Districts (BIDs). In 2007, educational programs included a CCED Building Communities webinar reaching more than 50 participants from 22 sites and online: <http://lgc.uwex.edu/cpd/bidpage/bid.html>

**Innovative Downtown Business Clearinghouse:** Under guidance of CCED community business development specialist Bill Ryan and Dale Mohr, Oconto County community resource development educator, the Downtown Vitality & Community Placemaking Team created the first web-based clearinghouse for economic development professionals on 75 innovative businesses that are bringing people back downtown). This searchable, easy-to-use resource is building capacity to work with local business and community leaders in exploring ideas to stimulate entrepreneurial thinking, and contributing to the learning community for colleagues, collaborators: downtown economic development professionals, entrepreneurs, chambers of commerce, Main Street organizations, business improvement districts, Small Business Development Center counselors, business operators from the Midwest and Northeast United States, and others: <http://www.uwex.edu/ces/cced/downtowns/innovative/>

**Comprehensive Downtown Market Analysis:** CCED specialists and county CRD educators provide research and educational resources to help local business leaders, entrepreneurs, developers, and economic development professionals identify sensible, realistic opportunities for revitalizing downtown business districts. County community resource development educators' analyses have been featured in the Sunday Wisconsin State Journal (350,000 readers), Milwaukee Business Journal, Superior Daily Telegram and online: <http://www.uwex.edu/ces/CCED/downtowns/dma/examples.cfm>

**Downtown and Business District Market Analysis Toolbox:** Networking with downtown practitioners and organizations throughout the country provides CCED state specialists valuable insight, success stories, case studies, and feedback on methodologies in the market analysis toolbox. Developed as a cooperative effort between the Wisconsin Main Street Program and UW-Extension, the Market Analysis Toolbox is based on and supportive of the economic restructuring principles of the National Trust for Historic Preservation's National Main Street Center. Downtown Market Analysis Toolbox: <http://www.uwex.edu/ces/cced/downtowns/dma/index.cfm>

## **2. Brief description of the target audience**



The statewide downtown vitality and community placemaking team works with a variety of audiences including community leaders, business owners, elected officials, economic development corporations, and chambers of commerce.

UW-Extension colleagues and other professionals include the Local Governance and finance Team and other Community, Natural Resource and Economic Development teams, county agriculture, family living and 4-H youth educators supporting community development education and downtown revitalization, UW-Madison Center for Community and Economic Development and Local Government Center, UW-Superior northern Center for Community and Economic Development, UW-Stevens Point Center for Land Use Education, Association of Natural Resource Extension Professionals, American Planning Association.

State specialists with the UW-Madison Center for Community and Economic Development and UW-Superior Northern Center for Community and Economic Development collaborate with state urban and regional planning, national and international colleagues to research and align best practices and effective stakeholder involvement in developing downtown market analysis, community placemaking and business improvement district education.

Community partners include community leaders, local officials, downtown business associations, business improvement districts, service groups, city planners, consulting firms, city or tribal chambers of commerce, planning and zoning departments, county economic development corporations, Wisconsin Towns Association, League of Wisconsin Municipalities, Wisconsin Counties Association, county boards of supervisors, UW-River Falls Survey Research Center, community and technical colleges, regional planning commissions, the Wisconsin Department of Commerce Bureau of Downtown Development, Department of Transportation, Department of Natural Resources, Wisconsin Downtown Action Council, Wisconsin Association of Business Improvement Districts (BIDs), regional, national and international counterparts.

Diverse community collaborations for First Impression teams and the Wisconsin Mainstreet program include a mix of men and women, young and mature, professionals and lay people, political leaders and community residents. For example, an ideal mix would be that half of the team members are professionals with knowledge of the Main Street approach and half are not, such as merchants, elected officials, residents at large, board members and volunteers from working committees.

Ultimate beneficiaries include downtown retailers, small business owners, workers, residents, consumers, visitors.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	1000	0	0	0
2007	1894	350000	0	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

**Year**    **Target**  
**Plan:**    0

2007 : 0

**Patents listed****3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	0	0	0

**V(F). State Defined Outputs****Output Target****Output #1****Output Measure**

- {No Data Entered}

*Not reporting on this Output for this Annual Report*

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	{No Data Entered}	{No Data Entered}

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Participants will increase their awareness, knowledge, and/or visibility regarding issues related to downtown and district revitalization.
2	Participants will develop strategies and take action that enhance downtown and business district vitality.
3	Additional resource leveraging such as funding, expertise and partnerships that address revitalization issues.

**Outcome #1****1. Outcome Measures**

Participants will increase their awareness, knowledge, and/or visibility regarding issues related to downtown and district revitalization.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Research shows that the workforce is looking for livable and walkable communities, where people can feel safe as they enjoy attractive neighborhoods, vibrant downtowns and popular gathering places. To create places where people can flourish, communities need to understand these forces.

**What has been done**

team of UW-Extension and UW Colleges faculty and staff are collaborating to help Wisconsin communities achieve economic development success by creating livable communities. Iron County community resource development educator Will Andresen assisted in program development, research and grant writing. The team obtained \$23,000 program innovation funding for the project Creating Livable Communities as an Economic Development Strategy. This grant leveraged UW-Colleges commitments totaling \$5,400 for faculty contributions.

The project was initiated by extension outreach specialist Linda Stoll, UW-Stevens Point Center for Land Use Education, and is led by land use specialist Anna Haines, center director. Other collaborators include center outreach specialist Doug Miskowiak, Tracey Mofle, UW-Barron County Special Projects Coordinator, Laura Lee, UW-Marshfield/Wood County Associate Professor, Julie Hellweg, Program Manager, UW-Stevens Point Continuing Education, and Will Andresen, Iron County CRD Educator. Cooperative Extension provides planning, research, capacity building and transformational education. UW Barron County and UW Marshfield/Wood County employ their technology, facilities, teaching staff and students. UW-Stevens Point Continuing Education adds research capabilities and knowledge of community needs, and will incorporate research results into educational and outreach programs.

**Results**

The project has identified what types of community amenities attract a workforce (Phase 1), as a foundation for determining how well each pilot community is offering those amenities (phase 2). The next phase will be conducted through local public participation, mapping, community inventories, and recommendations. Target audiences include community leaders and residents of the two pilot communities of Rice Lake (population 8,370) and Marshfield (population 18,000).

Students at UW-Barron County and UW-Marshfield/Wood County have learned of the connection between the built environment and location decisions, including what makes communities more livable and what elements of the built environment influence location decision-making. This innovative collaboration is designing a replicable approach that communities throughout Wisconsin can apply toward economic success by creating livable communities with the quality of life that today's workforce demands. The team will present project results at the 46th International Making Cities Livable Conference on True Urbanism: Designing the Healthy City in Santa Fe, New Mexico in June 2008.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #2**

**1. Outcome Measures**

Participants will develop strategies and take action that enhance downtown and business district vitality.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Wisconsin local governments struggle to continue providing the same level of basic services in the face of sometimes severe revenue cuts. This creates an increasing demand for education about alternative means of generating revenue such as business improvement districts. Wisconsin Act 184 gives municipalities -- cities, villages and towns the power to establish one or more Business Improvement District within their community, and an assessment methodology allowing business properties within that geographic area to contribute to programs aimed at promoting, managing, maintaining and developing that district. BIDs are restricted to commercial and industrial properties subject to real estate tax.

**What has been done**

Community planning and design specialist Chuck Law provided the city of Shawano two decades of UW-Extension educational support focused on downtown redevelopment, including creation of their business improvement district. Building on this legacy, the bid has now taken the leadership role for downtown revitalization. Working with community partners and UW-Extension state specialists. Shawano County community resource development educator Jay Moynihan completed a comprehensive market analysis for the City of Shawano Business Improvement District and its members -- more than 80 businesses with 700 employees. The purpose of the Shawano BID Study was to provide data for decision making by the BID and its members for work on downtown revitalization.

Moynihan's partners -- Shawano County Economic Progress, Inc. (SCEPI), Northeast Wisconsin Technical College (NWTC), City of Shawano Business Improvement District (BID), and the UW-Madison Center for Community and Economic Development -- were crucial to the planning in 2006, and the 2007 fact and data gathering, analysis and on-the-ground input. SCEPI received a grant of about \$9500.00, for the project during 2006 and 2007. The Shawano County Extension Community Partners Advisory Group provided focus group input on the study results.

Moynihan provided two surveys -- one of BID businesses, the other of a random selection of consumers within twenty miles of the city of Shawano (population 8,298). Business surveys and consumer surveys sent out in 2006 were returned in Early 2007. UW-Extension state community development specialists did data reduction and analysis of the consumer survey. Moynihan did data reduction of the business survey, and analysis of both surveys. Moynihan delivered analysis reports and raw data to the BID.

**Results**

The study provided a look into customer expectations, needs, preferences and habits, among other aspects reported in the Shawano BID Downtown Revitalization Study Report (2007 The BID works on downtown business matters as a cooperative effort by member businesses, and is using study results in this work. Since the close of the study, they have initiated changes as they have seen appropriate -- more events have been held downtown, and the BID has made their director full-time to work on a more strategic agenda.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**Outcome #3**

**1. Outcome Measures**

Additional resource leveraging such as funding, expertise and partnerships that address revitalization issues.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Downtown store closures alarmed Little Chute village leaders. This village of 10,775 had a business association, but membership had dwindled to just a few firms. Village government was also concerned about the health of its existing manufacturing base and industrial parks. In spring 2006, the Village Administrator and village design team leader asked county CRD educator Jim Resick for help in re-energizing and re-organizing the business community. They hoped this would ignite an economic restructuring program to complement an initiative and design activities for an authentic Dutch windmill downtown.

**What has been done**

Jim Resick conducted strategic thinking exercises with civic leaders, then suggested purposes, geographic boundaries, and functions for a reorganized business/ association that became Advance Little Chute (ALC). Resick then facilitated a dialogue among leadership of ALC, Little Chute Windmill Inc., Imagine! Little Chute, Citizens Advisory Board on Beautification, and Heart of the Valley Chamber of Commerce. With the new community development organization in place, Resick submitted a proposal for UW-Extension to conduct a market analysis of Little Chute retail/service districts, and ALC created a market study group. UW-Madison / Extension Center for Community Economic Development community business development specialist Bill Ryan and Matt Kures, geographic information specialist, prepared a trade area map, a demographic summary, a consumer profile, and commuter maps. Resick completed phase 1 of the study, describing demographic and lifestyle characteristics of the Trade Area for the market study group. Accompanying this study was a business retention and expansion survey completed by more than 120 firms.

**Results**

The Village worked with a paper-converting firm identified in the business retention and expansion survey as having a serious 'grow or die' situation. The village arranged a land swap with the firm, issued a \$10 million industrial revenue bond, and thus helped retain 75 jobs with the firm's promise to add 26 new jobs in 2008. The design team continues to lay groundwork for construction of an authentic Dutch windmill.

With Resick's help, ALC increased paid membership to 40 firms, created goals and working teams around those goals, and carried out actions in their support. Many members became active in ALC committees or on the board of directors. This brought new energy to the Market Study Group, which began work on phase 2 of the Market Analysis -- analyzing specific business sectors missing from village retail districts that represent real opportunities for business expansion. Village government provided ALC \$2,000 in matching funds to complete the market analysis. In short, a new spirit of cooperation is evident in the community.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development

**V(H). Planned Program (External Factors)**

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

**V(l). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- 

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

**Program #5**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Organizational Development

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
805	Community Institutions, Health, and Social Services	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	9.3	0.0	0.0	0.0
<b>Actual</b>	16.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c 1126081	1890 Extension 0	Hatch 0	Evans-Allen 0
<b>1862 Matching</b> 1126081	<b>1890 Matching</b> 0	<b>1862 Matching</b> 0	<b>1890 Matching</b> 0
<b>1862 All Other</b> 0	<b>1890 All Other</b> 0	<b>1862 All Other</b> 0	<b>1890 All Other</b> 0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**



The statewide organizational development team provides a variety of educational activities including presentations, professional development offerings through workshops, conferences and teleconferences; dissemination of teaching materials through websites, publications, CDs and DVDs.

**Building capacity among volunteer planning commissioners:** Wisconsin's comprehensive planning law prompted a surge in the formation of local plan commissions and an estimated 7,500 volunteer plan commissioners. Farmers, environmentalists, business owners, development professionals, educators, retirees, and others serve 3-year terms. Most lack professional planning experience. Turnover is high — about half are replaced every 2 to 3 years. Data compiled by the Wisconsin Department of Administration show that in 2007, one-third (32%) of Wisconsin communities have adopted a comprehensive plan required by 2010, another third (33%) are in the midst of a planning process, and 13% are in preliminary stages — many with UW-Extension educational support. About half of 19 workshops focused on basic skills such as establishing a plan commission, developing a comprehensive plan, plan process design, public participation, and procedural requirements. The other half focused on advanced topics such as plan implementation.

**Building regional inter-governmental cooperation:** Waushara, Green Lake, and Marquette Counties have similar demographic, economic, and political situations. The volunteer county economic development corporations (EDCs) did not have the resources and staff to adequately address local economic development issues. County community development educators Patrick Nehring (Waushara), Jeff Hoffman (Green Lake) and Marty Havlovic (Marquette) initiated a dialogue through presentations at joint meetings of their county economic development corporations. The community development educators instructed the resulting joint sub-committee on how to form a joint EDC. They continued to provide educational support as the Tri-County Regional Economic Development Corporation (TREDC) incorporated and began to operate. All three finance committees and county boards agreed to fund TREDC without any of the questions or objections that accompanied economic development funding requests in the past, indicating that they now value economic development. The EDCs in each county agreed to pool their revolving loan funds into a single fund for the Tri-County Area.

**Communicating Across the Generations:** When employers voiced frustrations in managing workers from four generations, UW-Extension Washburn County community development educator Beverly Stencel developed the Communicating Across the Generations curriculum and workshop (revised 2007) to train audiences of all ages, cultures, socioeconomic and immigrant status through educational partners in state and tribal government, public and trade schools, businesses and organizations nationwide. By learning to blend the creative energies and work styles of all four generations, managers are creating dynamic teams. Employees are developing skills to appreciate their differences, improving their performance quality, productivity and job satisfaction.

## **2. Brief description of the target audience**

The statewide organizational development team and Community-Based Leadership Team work with a variety of audiences including leaders of non-profit, government, and quasi-governmental organizations; boards of directors; county boards of supervisors; town boards and city councils, general membership of organizations in integrated leadership programs. In 2007, 18,776 adults were reached through direct educational methods.

Extension colleagues and other professionals: The statewide Organizational Development and Community-Based Leadership teams work with the Community Planning and Plan Implementation, and other Community, Natural Resource and Economic Development teams; Family Living programs including Family Caregiving, Affordable Housing and Poverty and Food Insecurity teams; and individual county community development, agriculture, family living and 4-H youth development educators supporting organizational development education, building capacity among leaders of non-profit organizations, and building capacity for inter-governmental cooperation. In 2007, team members trained 369 community volunteers and UW-Stevens Point Center for Land Use Education trained 750 volunteer planning commissioners.

Community partners include civic leaders, public officials, service groups, city and regional planners, consulting firms, city and tribal chambers of commerce, economic development corporations, housing coalitions, hunger task forces, community action programs, United Way, Hospice, Humane Society, labor forums and labor market service providers, Wisconsin Women’s Business Initiative Corporation, League of Women Voters, minority associations, students, retired teachers, school districts, school boards, community and technical colleges, post-secondary educators, Wisconsin Counties Association, Wisconsin Towns Association, League of Wisconsin Municipalities, Wisconsin Alliance of Cities, Wisconsin Taxpayers Alliance, Wisconsin Farm Bureau Federation, Wisconsin Milk Marketing Board, Wisconsin Department of Administration Intergovernmental Relations Division, Department of Agriculture, Trade and Consumer Protection, and the Department of Commerce.

Communicating Across the Generations: States from Virginia to Texas and California are using this peer-reviewed UW-Extension curriculum revised in 2007 to educate on generational diversity. Program participants including staff of the Wisconsin Department of Corrections, Department of Workforce Development, Department of Public Instruction and Wisconsin Employee Trust Funds, Wisconsin Indianhead Technical College students, American Indian tribes, UW-Extension faculty and staff, the Wisconsin Rural Leadership Program, private sector businesses and community organizations have found Communicating Across the Generations relevant and meaningful in meeting the generational diversity challenge.

Ultimate beneficiaries include leaders of community-based organizations, volunteer planning commissioners, economic development corporation volunteers, employers, workers, teachers, students, parents, 4-H youth and adult volunteers.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	18000	0	0	0
2007	18776	0	0	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

Number of Peer Reviewed Publications			
	Extension	Research	Total
<b>Plan</b>			
2007	6	9	15

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Direct participant contact

Year	Target	Actual
2007	18000	0

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Participants will increase their awareness, knowledge, and/or visibility regarding issues related to organizational development.
2	Participants will develop strategies and take action that enhance the performance of their respective organizations.
3	Additional resource leveraging such as funding, expertise and partnerships that address organizational development issues.

**Outcome #1****1. Outcome Measures**

Participants will increase their awareness, knowledge, and/or visibility regarding issues related to organizational development.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Wisconsin's funding mechanism for K-12 education has been called into question, leaving many school districts adrift. Coupled with declining enrollment, this has led to major financial distress. To improve this environment, school districts are seeking alternative operational strategies to sustain quality educational programs. After years of severe funding cuts, the Stevens Point Area Public School District approached Portage County community resource development Educator Mark Hilliker to provide context for citizen perspectives on school district issues identified through a community survey.

**What has been done**

Working collaboratively with the Superintendent and the School Board's Long-Range Planning Committee, Mark Hilliker developed a focus group protocol and related questions to provide contextual data necessary to fully analyze strategic issues within the district. Hilliker has worked with the SPAPSD on several projects over the last four years to facilitate the development of: (1) a facilities planning strategy; (2) a comprehensive strategic plan; (3) ongoing School Board training; and (4) a grade realignment strategy. These efforts have led to a number of structural and programmatic changes within the district, and were the impetus for the ongoing issue identification process within the community. To develop qualitative information resources that provide context to key issues identified in the district's 2006 community survey, Hilliker convened the business community, League of Women Voters, youth--serving agencies, adults age 65 and older, minority associations, school district staff, students, parents, retired teachers and staff, post-secondary educational institutions, and government officials. Focus group results provided relevant, timely, and useful information for school district long-term strategic planning committee decision-making.

**Results**

The Stevens Point Area Public School District recognizes the value of planning, and engages in efforts addressing key organizational issues. Internal capacity to complete these planning processes has grown as well, as evidenced by the superintendent's and Long-Range Planning Committee's oversight of a comprehensive and deliberate public engagement process. Over the last five years, the SPAPSD has transformed its orientation toward planning and decision-making - moving to a more strategic and deliberative approach that relies on input from stakeholders. As a result, organizational transformation has been noted in structures, strategies, systems, and culture.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services

**Outcome #2****1. Outcome Measures**

Participants will develop strategies and take action that enhance the performance of their respective organizations.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Waushara, Green Lake, and Marquette Counties have similar demographic, economic, and political situations. The volunteer county economic development corporations (EDCs) did not have the resources and staff to adequately address local economic development issues.

**What has been done**

community development educators Patrick Nehring (Waushara), Jeff Hoffman (Green Lake) and Marty Havlovic (Marquette) initiated a dialogue through presentations at joint meetings of their county economic development corporations. The community development educators instructed the resulting joint sub-committee on how to form a joint EDC. They provided educational support as the Tri-County Regional Economic Development Corporation (TREDC) incorporated and began to operate. All three finance committees and county boards agreed to fund TREDC without any of the questions or objections that accompanied economic development funding requests in the past, indicating that they now value economic development. The EDCs in each county agreed to pool their revolving loan funds into a single fund for the Tri-County Area.

A working partnership developed among UW-Extension in Waushara, Marquette, and Waushara Counties, Ripon Community Development Corporation, and Ripon College to establish the Tri-County/Ripon Inventors and Entrepreneurs Club. Additional partners included UW-Extension Fond du Lac and the Small Business Development Center in planning 2008 programs. Through I&E Club, entrepreneurs connected with and are using area business assistance resources, and area inventors and entrepreneurs shared ideas and advice to help one another move forward on their business or product idea.

**Results**

In June 2007, the TREDC executive director reported that he provided business assistance to 94 projects throughout the three counties. The Tri-County region received \$665,000 in new state funds to assist businesses along with an additional \$71,000 in grants to assist larger regional economic development initiatives. Another \$350,000 were obtained to assist a business with working capital needs. The grand total came to \$1,086,000. TREDC helped 10 businesses put together financial packages using County Revolving Loan Funds for \$776,000, which garnered private investment of \$10,420,000 while creating 147 new jobs and retaining 57.

UW-Extension further strengthened The Tri-County Area identity through creation of the Tri-County Leadership Initiative. A bank, hospital system, and telephone directory point out in advertisements that they currently or have always served The Tri-County Area. Before TREDC, there was never any reference to The Tri-County Area as a single location. The three county governments have created other joint ventures, including the Tri-County Aging and Disability Resource Center and a joint emergency response plan.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services

**Outcome #3**

**1. Outcome Measures**

Additional resource leveraging such as funding, expertise and partnerships that address organizational development issues.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The Natural Step, a sustainability framework originating in Sweden with the founding of the first eco-municipality, has provided the foundation for sustainable community development in the rural Northern Wisconsin Chequamegon Bay area. Four local governments -- the Cities of Washburn, Ashland and Bayfield and the Town of Bayfield -- adopted resolutions stating their intent to become eco-municipalities based on this model and sought education and advice on moving forward consistent with the model's basic tenets.

**What has been done**

Ashland County CRD educator Jane Silberstein played a key leadership role in this citizen initiative. Her work as educator included explaining an evolving economic paradigm in this country and abroad to local economic development leaders, the community involved directly with the Sustainable Chequamegon Initiative and other non-profit organizations. Silberstein also assessed effectiveness, shared study findings with colleagues, and worked on *Toward Sustainability: A Toolkit for Government* with UW-Extension colleagues Jerry Hembd, director of the UW-Superior Northern Center for Community and Economic Development, land use specialist Anna Haines, UW-Stevens Point Center for Land Use Education director, Solid and Hazardous Waste Education Center state specialist Sherrie Gruder, and Lisa McKinnon, 1,000 Friends of Wisconsin.

In terms of organizational development, Silberstein assisted 75 members of 11 nonprofit organizations including economic development, sustainable community development, county health and human services, aid to the physically and mentally challenged and other groups. As a result of a facilitated managerial retreat, a department budget was completed. By involving the board of directors and planning committee of each organization, two strategic plans were completed and are being used by the organizations for which they were created:

1. Sustainable Chequamegon Initiative Five Year Strategic Plan: <http://www.allianceforsustainability.org/bylaws.html>
2. New Horizons North Strategic Plan is available by writing to: New Horizon, North, Inc., 511 Main St. W., Suite I, Ashland, WI 54806

**Results**

The Alliance for Sustainability strategic plan garnered funds for a Sustainable Chequamegon initiative Center coordinator. The City of Ashland offered free office space, and Silberstein helped hire the coordinator. Long-term impacts include:

- \* \$40,000 in external funding have been leveraged into this program, and a UW-Extension-reviewed Bremer Foundation grant proposal was funded for \$65,000.
- \* More than 20 agencies and organizations are partnering with the Alliance for Sustainability Strategic Planning Committee.
- \* 3 cities and 1 town in 2 counties along Chequamegon Bay have adopted eco-municipality resolutions.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

Competing public priorities: "Organizational development is a capacity-building approach applied to many educational programs across all Cooperative Extension program areas. This approach helps communities and organizations address a variety of priority issues on the basis of organizational structure, function and leadership. The Organizational Development Team leadership in Wisconsin has found it necessary to re-examine its team approach and representation across UW-Extension's four program areas. This team is in the process of redefining the institutional response to this need and identifying measurable outcomes for capturing impacts through evaluation."

Because the Organizational Development Team is reorganizing, organizational development was not included in the 2008-2012 statewide plan of work submitted to CSREES and will not be reported for FY 2008.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)

**Evaluation Results**

Building capacity among volunteer planning commissioners: A survey conducted by land use specialist Rebecca Roberts, UW-Stevens Point Center for Land Use Education, identified need for skill development related to plan implementation and other advanced topics. Roberts devised a three-tiered educational response consisting of: 1) training workshops, 2) support materials (including a fact sheets series and handbook revisions), and 3) increased communication among Extension educators, plan commissions, and planning professionals. She announces workshops and educational materials through quarterly Land Use Tracker newsletters reaching all 72 county UW-Extension offices as well as hundreds of professional planners and plan commission members.

The workshops and educational materials have increased knowledge and skills among 750 volunteer planning commissioners in 45 counties, increasing capacity among local planning departments and county UW-Extension educators. As a result, local officials have established plan commissions, created bylaws, developed public participation plans, reviewed and amended application and decision forms, and influenced development and implementation of comprehensive plans. Roberts has also helped to initiate and support ongoing county-based programming efforts, including several multi-county partnerships: <http://www.uwsp.edu/cnr/landcenter/workshopspc.html>

Building Capacity in evaluating outcomes: Since 2004, a multi-year effort was initiated to build organizational and community capacity in managing for and reporting results. Led by evaluation specialist Ellen Taylor-Powell, a cross-program area team diagnosed the situation, researched best practices in building community capacity in evaluation, began developing a comprehensive curriculum and delivering workshops, trainings, and technical assistance in measuring outcomes. In 2007, the team delivered 7 workshops reaching more than 230 participants, representing about 170 local and statewide organizations. Taylor-Powell works with county educators to customize resources and provide assistance to meet local needs.

End-of-workshop evaluations and follow-up surveys reveal that participants increased knowledge and understanding of outcome evaluation, how to plan an outcome evaluation, logic modeling, distinguishing activities from outcomes and new ways to communicate results. Participants report improved skills in data collection methods and analysis techniques. Quantitative and qualitative data show increased confidence among participants to engage in outcome measurement and to teach and help others in their organizations: County educators Sarah Burgert (Green), Kathy Eisenmann (Jefferson), Mary Kluz (Marathon), Chris Kniep (Winnebago), and Mary Meehan-Strub (La Crosse) reported increased political effectiveness, inter-governmental cooperation, regional long-term care collaboration and improved system's response to children with special needs and their families, prompting requests for sharing the materials nationwide.

**Key Items of Evaluation**



Building capacity among local leaders and volunteer planning commissioners: Land use specialist Rebecca Roberts, UW-Stevens Point Center for Land Use Education, has developed a workshop curriculum and trained 750 volunteer plan commissioners in 45 counties. Post-workshop evaluations show that participants increased their knowledge by about 30 percent. As a result, local officials have established plan commissions, created bylaws, developed public participation plans, reviewed and amended application and decision forms, and influenced development and implementation of comprehensive plans: <http://www.uwsp.edu/cnr/landcenter/workshopspc.html>

**Program #6**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Youth Voices in Community Action and Governance

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	10.0	0.0	0.0	0.0
<b>Actual</b>	12.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c 724487	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 724487	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Campus and county faculty Provide training to youth and adults; Develop toolkits, curricula and resources in support of youth governance and community action;

Training youth and adults: The statewide Youth Voices in Community Action and Governance Team provides research-based training, educational resources and experiences with participatory democracy and juvenile justice, engaging youth in community decision-making and community governance, working with elected officials to establish youth positions on public boards, councils, and teen courts, and training adults on effectively working with youth as partners. Youth gain understanding of how decisions are made and develop skills to plan, organize and communicate effectively.

In Teen Court, trained middle and high school jurors hear cases of other school-age youth cited for first time misdemeanors such as shoplifting, truancy or vandalism. Each volunteer attends trainings to identify and practice respectful, non-confrontational questioning techniques that clarify the situation. In a 2005 survey, extension-supported Teen Courts reported 560 youth volunteers trained as jurors and 89 adult volunteers trained as supervisors. For example, Columbia County youth development educator Karen Nelson has taught team building and effective questioning since 2004. Trained teen court volunteers in turn train their inexperienced peers. Through this train-the-trainer approach, new volunteers including former juvenile offenders learn the importance of their role directly from youth already participating.

Developing toolkits, curricula and resources in support of youth governance and community action: A research team — graduate student Julie Petrokubi (UW-Madison), state evaluation specialist Matt Calvert and county youth development educators Connie Abert (Waupaca), Deb Jones (Jackson), and Debbie Moellendorf (Lincoln) —conducted case studies of youth-adult partnerships. To learn how groups are effective in making the transition from adult governance to youth-adult partnerships in governance, researchers visited each county site twice, conducted youth and adult focus groups, interviewed staff and key stakeholders, and observed meetings. Staff reports, researcher observations, and a post-training workshop survey measured learning and community change.

Extension colleagues and other youth professionals are using the Wisconsin Youth-Adult partnership Study summary report and tools for building effective youth-adult partnerships, including key stakeholders to engage in innovation, management goals and strategies, and identifying leverage points for change — underlying organizational and community conditions that can serve as either barriers or supports, such as self-interest, personal experience, collective story, champions, social networks, role identification, infrastructure, knowledge and practice. A framework and implications for more strategic program development were shared with state colleagues through district workshops and at the 2006 National 4-H Agents Association Conference.

## **2. Brief description of the target audience**

The Youth Voices in Community Action and Governance Team provides research-based education, resources and capacity-building support to youth and adult volunteers. During 2007, 49,635 Wisconsin youth enrolled in 4-H Citizenship and Civic Education, Personal Development and Leadership programs. Of the 5,851 adults reached through direct teaching methods in 2007, less than 1% (56) identified as Latino/a, who may be of any race. The 2,393 volunteers trained made additional teaching contacts.

Youth and adult volunteers work together in positions of shared responsibility, making decisions and taking actions to strengthen communities, organizations, coalitions and programs. Youth include middle and high school students trained to serve in Teen Courts hearing misdemeanor cases of their peers, on junior fair boards, dairy and exhibits committees, 4-H boards of directors, 4-H leader councils, school board committees, 4-H after-school program steering committees, community service, trails, triathlon and other city council committees, county boards of supervisors, tobacco-free, nutrition, activity and grassroots community action coalitions such as the multi-county Superior Days.

Community partners include coalitions and government bodies that create meaningful roles for young people in making decisions and sharing governance with adults, such as 4-H clubs and groups, 4-H after-school programs, 4-H leader boards, steering committees and advisory groups, Future Farmers of America, schools, school boards and school districts, city councils, police and sheriff departments, county fair boards and boards of supervisors, service groups, non-profit organizations that provide volunteer positions for youth, and the 120-member agency coalition Youth as Partners in Civic Leadership.

UW-Extension colleagues include 4-H youth development, state and national family living, community resource development and agriculture campus and county educators, 4-H program advisors in Wisconsin and nationwide.

Educational partners include the Wisconsin Association of County Extension Committees (WACEC), National Youth in Governance Initiative, Wisconsin and National Association of Youth Courts, county juvenile courts and juvenile justice committees, county and tribal health departments, and the 8-county Superior Days coalition. County 4-H Leader Boards also foster youth-adult partnerships, setting direction for 4-H education such as the new 4-H after-school programs.

Ultimate beneficiaries include library patrons, teens using drop-in centers, skaters, dancers, hikers, triathletes, 4-H club and fair participants, after-school program participants, their parents and parents' employers, first-time juvenile offenders and their parents.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	4600	0	7400	0
2007	5851	0	49635	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	3	9	12

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

*Not reporting on this Output for this Annual Report*

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	{No Data Entered}	{No Data Entered}

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Young people that reflect community diversity work in local groups to make decisions with consequences for the organization, community or public.
2	Communities, organizations, coalitions, and programs are strengthened by the involvement of youth in decision-making.
3	Skilled and experienced youth and adults are available for community decision-making and leadership roles.
4	Community organizations, coalitions, and government bodies improve practices and policies that support youth engagement.

**Outcome #1**

**1. Outcome Measures**

Young people that reflect community diversity work in local groups to make decisions with consequences for the organization, community or public.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	1000	301

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Local models exist across Wisconsin to support various forms of youth engagement in communities. However, the youth and adults participating in these models have few places to connect on a state level. County issue statements emphasized the need for young people to become active and productive citizens. To ensure sustainable youth involvement in public decision-making, supporting infrastructure is needed.

**What has been done**

State 4-H Youth Development evaluation specialist Matthew Calvert led an initiative to address needs identified by stakeholders, creating a multi-agency youth-adult partnership to build capacity among statewide youth-serving organizations and promote youth in governance. The new 120-member coalition Youth as Partners in Civic Leadership (YPCL) is dedicated to increasing the capacity for youth and adults to share civic leadership in local communities, schools, state-level organizations and government bodies by advocating for Youth, Mentoring and networking. In 2007, YPCL worked to strengthen partnerships with statewide youth organizations. Calvert again chaired the committee organizing the three-day YPCL Explosions of Ideas and Actions Conference. 28 youth and adults representing 8 organizations played roles in conference planning. Financial contributions of \$17,650 were received from seven government and private sources. 86 youth and 38 adults formed 15 conference teams -- 20% represented 4-H, 18% school groups, 14% community-based groups and 8% Teen Courts.

Diversity was promoted through sponsoring partnerships and scholarships, which resulted in youth/adult teams attending from urban communities of Milwaukee to rural northern Florence and Jackson counties and southwest Grant County -- 40 percent from cities and suburbs and 60 percent from rural areas. Of the 126 conference participants, 67 percent were white, 19 percent were African American and 6 percent identified as Latino/a, who may be of any race. New organizations included the Wisconsin Association of Teen Courts, 4-H Operation Military Kids, Urban Underground, Wisconsin Brighter Futures, and Wisconsin Youth Voice --youth and adults representing 40 groups including departments from the executive branch, interested legislators, higher education, non-profit and advocacy organizations.

**Results**

Behavior, skill and attitude changes for youth and adults were measured through post-conference surveys completed by 88 of the 126 participants, and reflective conversations with 20 key YPCL partners from 6 organizations. Communities are working to develop Teen Courts and have reported efforts to involve youth in government boards as a result of the conference. For example, the Florence County team engaged artists they met at the conference and community members of all ages to create a visual representation of their community, and received prominent local media coverage. Public service announcements created at the conference aired on radio stations. Conference teams submitted written plans and updates on actions taken as a result of participating in YPCL activities: <http://www.uwex.edu/ces/4h/yig/YPCL.cfm>

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2**

**1. Outcome Measures**

Communities, organizations, coalitions, and programs are strengthened by the involvement of youth in decision-making.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

When adults and young people cooperate on civic work, youth develop skills to last a lifetime. Adults and youth alike appreciate the benefits of young people having their say. Even so, adults may lack confidence and skills to advocate for their youth partners. And youth may need preparation to discuss complex topics.

**What has been done**

The UW-Extension statewide Youth Voices in Community Action and Governance Team has trained and supported youth and adults in overcoming barriers to effective partnership, achieving the youth voice and representation goal of advising and partnering with government officials and other public decision-makers. New and expanded youth-adult partnerships resulted in the following youth in governance, community improvement, civic development and positive youth development impacts.

Lincoln County: Effective youth-adult partnerships on the After the Bell Steering Committee resulted in a strong after-school program for middle school students. Through selection and participation of the Lincoln County 4-H Leaders' Association Board of Directors in the youth-adult partnerships case study, adults and youth serving on the board or past boards felt honored and proud of their accomplishments described in the interviews and study report. Response and Results continued...

**Results**

Other impacts include:

- \* After the Bell Steering Committee -- better information, decisions, programs and policies (youth have initiated program ideas and ways to handle behavior issues among their peers),
- \* Lincoln County 4-H Leaders' Association Board of Directors -- better information and decisions (programs are staying current with needs of young people today, better programs and policies)

Waupaca County -- Youth on Boards contribute to decisions in many sectors: executive (appointed to 7 city council committees), county cross sectional coalitions (Tobacco-Free, nutrition and activity coalitions), school (community service committee), 4-H (leaders board), non-profit (trails, triathlon, park foundation, community foundation).

Impacts include:

- \* City council committees each have a place for youth voices on their agenda. Youth committee members expanded space, equipment and programs at the public library and recreation center for youth.
- \* Waupaca County 4-H Leaders' Board changed their by-laws to include all youth in grades 7 and above as voting members of the larger Leaders' Association, which could total about 150 members. One youth member prepared a proposal for the Budget Committee on youth eligible for a National Trip.

Superior Days: Youth and adult delegates from six counties take on active roles in developing state policies through this grassroots participatory democracy enterprise. In 2007, 47 youth delegates worked alongside adults researching unmet Northern Wisconsin needs, and 4-H members presented two of these critical issues to legislators in Madison.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development



**Outcome #3**

**1. Outcome Measures**

Skilled and experienced youth and adults are available for community decision-making and leadership roles.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Studies show powerful benefits to both youth and their communities when young people take on meaningful civic roles such as serving in Teen Court. In counties where teenage jurors hear first-time misdemeanor cases of their peers and determine the proper educational sanctions, those 'sentenced' perform community service valued at an average of \$4,500 per county, and are less likely to return to court for later offenses.

**What has been done**

UW-Extension county Youth Development educators, 4-H program advisors, trained youth and adult volunteers and community partners such as county and tribal health, police and sheriff departments are nurturing 19 Teen Courts where first-time offenders can appear before a trained jury of their peers. Where traditional juvenile courts might simply impose a small fine, Teen Courts are empowered to create and 'sentence' offenders with learning sanctions such as performing community service, attending classes relevant to their offenses, and writing apology letters to those they have wronged.

**Results**

Youth jurors find this such a positive experience that some assign offenders to community service as teen court jurors. Compared with first-time offenders simply charged a small fine in juvenile court, far fewer of those held accountable by their peers will reappear for later offenses. While 1 of every 3 youth offenders who appear in traditional juvenile court becomes a repeat offender (33%), of those referred to Wisconsin Teen Courts, only 1 in 17 appears in court again for later offenses (6%).

Lincoln County: Teen Court heard 24 misdemeanor cases of first-time offenders during monthly sessions in 2007. Youth and adults on the steering committee have learned valuable skills working together toward common goals. Youth have co-chaired the Teen Court steering committee, taking leadership roles. Other youth participants meet with the adults, and together they make key decisions directing the Teen Court Program.

Vilas County: Teen Court involves youth from all high schools in the county. 4 to 6 trained youth serve on the jury panel each month and dozens take part in monthly trainings. In 2007, teen jurors heard 33 cases referred from the Court System. Offenses included Disorderly Conduct, Underage Drinking or alcohol possession, Tobacco smoking, Noise Violation, and Trespass. Youth offenders age 13 to 18 completed 141 hours of community service and 17 learning sanctions, with 235 hours pending.

National Association of Youth Courts: Wisconsin is one of 20 states with a recognized peer courts networking group. Wisconsin Teen Court Association president -- Vilas County 4-H youth development educator Nancy Anne Livingston -- and three colleagues are founding members of the new National Association of Youth Courts that held its first conference in December 2007. Livingston also serves as national secretary.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #4**

**1. Outcome Measures**

Community organizations, coalitions, and government bodies improve practices and policies that support youth engagement.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	0

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Situation and Response: A 2005 study of youth in governance programs renewed focus on providing support for program quality improvement and sustainability rather than on early implementation of youth in governance projects. Widespread support is needed for youth involvement, particularly among community coalitions. Through county case studies and multi-state research, evaluation of youth in governance efforts aim to improve understanding, implementation and sustainability of effective youth-adult partnerships.

**What has been done**

**Results**

Youth-adult partnership case studies by youth development campus and county faculty include Lincoln County 4-H Board of Directors, youth on City of Waupaca committees, and Together for Jackson County Kids, a community coalition.

Lincoln County 4-H Board of Directors: Lincoln County 4-H members and volunteers used the results of their case study to create a strategy for expanding youth involvement in the Fair Board. The report's key findings included:

- \* Youth and adult participants express a high level of understanding of youth-adult partnership and satisfaction with the practice.
- \* Adult volunteers are ready to advocate for youth-adult partnership within the organization and the broader community.
- \* Stakeholders want to cultivate support for youth-adult partnership among other adult volunteers and Fair Board members.

Youth on City of Waupaca committees: The Waupaca report included the following key research findings, which highlight impact of the local youth in governance program:

- \* City of Waupaca is a Wisconsin leader in building sustainable involvement of youth in government decision-making.
- \* Youth and adults serving together on committees support continuing and strengthening the participation of youth.
- \* Youth input has contributed to program improvements, especially on the library and parks and recreation committees.
- \* Youth and adults have built stronger relationships from a basis of equal treatment. These findings inspire youth to new venues for involvement in decision-making.

Together for Jackson County Kids: Key community coalition outcomes include:

- \* Youth-adult partnership is perceived by both youth and adults as essential to the mission, vision and day-to-day work of the coalition.
- \* Youth-adult partnership is most effective in small, project-driven activities.
- \* Youth and adult coalition members are concerned about recruitment, retention and representation of youth with diverse perspectives.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Public Policy changes
- Government Regulations

**Brief Explanation**

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)

**Evaluation Results**

---

Explosions of Ideas and Actions Conference October 19-21, 2007

The 2007 Youth as partners in Civic Leadership (YPCL) conference had 126 participants including 86 youth and 38 adults from across WI representing 15 teams at conference. Twenty-eight people representing many different organizations got involved in conference planning teleconferences. Throughout the year, YPCL members met to plan and coordinate the conference on 12 teleconferences and two face-to-face meetings.

Conference Goals Were Met.

1. Build skills through arts & media projects, workshops, networking and roundtables

- 77% of conference participants reported that the conference experience improved their ability to actively contribute to their community.
- 81% built skills and gained ideas for using arts, media and technology.
- In December, Florence County's TORPEDO team completed part of their plan—they involved community members of all ages and artists Tim and Connie Friesen to create a visual representation of their community.

2. See models of community actions led by youth and adults

- 61% said they had made contacts they will continue to network with.
- 72% exchanged ideas and formed friendships with people from diverse backgrounds.

3. Build the movement for youth voice in Wisconsin

- 72% said they were more likely to work to involve youth in local government and issues and 62% in state government and issues.
- 82% are better prepared to work as a partner with youth and adults in their communities.
- The results of the interactive survey and forum were the focus of a state-wide planning meeting of Wisconsin Youth Voice—and a grant proposal was submitted to advance the plan.

YPCL was also able to distribute mini-grants to conference teams to take what they learned at the conference and use it in their own communities. The mini-grant proposals directly show how participating teams are using the skills gained at the conference to make change in their own communities.

Argyle School District: Art Team

Video documenting local veterans stories to be dedicated on Memorial Day 2008 and given to local public libraries

B.E.A.M. (Business and Economics Academy of Milwaukee)

Creating a public mural to inspire children to believe they can achieve their goals

Student Library Advisory Group—Waupaca Area Public Library

Books Behind Bars program to start a formal library to help meet the informational and literary needs of the inmates

Waushara Prevention Council—Students Taking on Prevention (S.T.O.P.)

Utilize guerilla marketing techniques in raise awareness of underage drinking and tobacco use video, murals, human signs, palm cards, etc.

Florence County TORPEDOs

Video promotion of town/school, explore possibilities of starting a teen court, community mural depicting rich rural heritage

**Key Items of Evaluation**

**Program #7**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Building 4-H After School Programs

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	20%			
805	Community Institutions, Health, and Social Services	20%			
806	Youth Development	60%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	8.5	0.0	0.0	0.0
<b>Actual</b>	8.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
520313	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
520313	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Trained county 4-H youth development educators, campus specialists, AmeriCorps and VISTA staff train local after school staff members and adult and youth volunteers using a variety of curricula and educational strategies.

Building regional after-school networks: State experiential learning specialist Kathi Vos worked with her Wisconsin Department of Public Instruction colleagues to develop the Wisconsin Afterschool Network (WAN), now 450 members from nearly 200 organizations dedicated to help keep school-age children safe, inspire them to learn, and help working families. Vos organized WAN Regional training networks in fall 2006 and coordinated the first WAN Regional Train the Trainer workshops in spring 2007. WAN Regional Networks connect with other local and regional organizations and meet twice a year in spring and fall. WAN regional networking included

March 30, 2007, Northwest Region, La Courte Oreilles Ojibwa Convention Center, Motivating the Hopeless, Uninterested, and Uninvolved Learner.

April 25, 2007, Northeast Region, hosted by youth development educator Jean Berger at the UW-Extension Marathon County office, Wausau, Building Partners and Advocates for Afterschool Train the Trainer Regional Workshop.

April 27, 2007, Northeast Region, hosted by Deb Jones, now district director, at the UW-Extension Jackson County office, Black River Falls, Building Partners and Advocates for Afterschool Train the Trainer Regional Workshop.

May 4, 2007, Southeast Region, hosted by Tracy Strother at Racine County Extension Office, Sturtevant, Building Partners and Advocates for Afterschool Train the Trainer Regional Workshop.

September 20, 2007 in Northeast Region, in Green Bay, hosted by the Boys and Girls Club.

October 12, 2007 Southeast Region, hosted in West Allis by the Recreation Department.

October 26, 2007 Western Region, hosted in Eau Claire by the Boy Scouts.

Training after-school providers and their partners: During 2007, 23 trained county youth development educators worked with colleagues and community partners to train 500 after-school Staff, teen mentors and adult volunteers through six regional workshops on building partners and advocates, guiding Growth and Behavior Management, adapting 4H experiential curricula for after-school enrichment, youth protection, bully prevention, and starting or reorganizing 4H after-school Clubs. Online courses support face-to-face trainings. Thirty-three WAN trainers (working in 11 local teams of 3) provided 8 hours of training and technical support to 430 local after-school providers and partners. Although data were not collected at these trainings, it is estimated that 11 county 4-H programs are reaching 4,690 youth. During 2007, 26 trainings ranging from 2 hours to 2 months — plus a 60-hour training to meet licensing requirements for school-age child care providers with credits through UW-Platteville — trained 908 after-school providers and their partners. UW-Extension training plans and resources are available at: <http://www.uwex.edu/ces/4h/afterschool/training/county.cfm>

## **2. Brief description of the target audience**

The statewide Building 4-H After-School Programs Team provides research-based face-to-face training supported by online courses, experiential 4-H curriculum, resources and capacity-building support to local after-school staff, youth and adult volunteers. In 2007, 5,320 adults were reached through direct contact methods, and 3,533 youth enrolled in organized 4-H after-school clubs in 2006.

Extension colleagues include 4-H youth development, state and national family living, community resource development and agriculture campus and county educators, 4-H program advisors in Wisconsin and nationwide, National 4-H Council and National 4-H Headquarters, U.S. Department of Agriculture Cooperative State Research, Education and Extension Service (CSREES).

After-school staff members include trained elementary and middle school or school district employees and grant-funded VISTA and AmeriCorps volunteers providing after-school enrichment programs and other educational activities for school-age youth.

Youth include elementary and middle school students in after-school programs, 4-H club after-school members, trained leaders and teen mentors.

Adult volunteers include trained grant-funded VISTA and AmeriCorps volunteers, service learning students, volunteer 4-H club leaders, parents and community volunteers. With partner agencies, the 498 volunteers trained made additional teaching contacts.

Community partners include coalitions and government bodies that create meaningful roles for young people in making decisions and sharing governance with adults, such as 4-H clubs and groups, 4-H after-school programs, steering committees and advisory groups, schools and school districts, service groups, nonprofit organizations, the 120-member agency Youth as Partners in Civic Leadership, and the joint UW-Extension and Department of Public Instruction 200-partner agency Wisconsin Afterschool Network.

UW-Extension state 4-H experiential learning specialist Kathi Vos and her Wisconsin Department of Public Instruction (DPI) colleagues Steven Fernan, Alison Kromm and Doug White created a forum for communicating and disseminating ideas and resources that represent a diversity of interests in supporting high quality after-school programs. Vos increased WAN membership to 450 individuals from nearly 200 partner organizations including DPI and district education agencies, schools and school districts, 21st Century Community Learning Centers, Wisconsin Department of Health and Family Services, county and tribal health and human services, Wisconsin Afterschool Association, Wisconsin School-Age Child Care Alliance, school board association, Wisconsin PTA (Parent-Teacher Association), after-school providers association, Wisconsin community education association, Wisconsin Education Association Council, UW-Extension and 4-H clubs, Boys and Girls Clubs, scouts, YMCAs and YWCAs.

Ultimate beneficiaries include low-income working parents and their employers, children in low-income families, children of color, elementary and middle school students, their parents and communities, and after-school professionals.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	290	0	8000	0
2007	5320	0	3533	0



**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	0
2007 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
<b>Plan</b>			
2007	7	5	12

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

*Not reporting on this Output for this Annual Report*

Year	Target	Actual
2007	{No Data Entered}	{No Data Entered}

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	After-school program staff and 140 volunteers improve their ability to offer high quality care, education and developmental experiences for youth.
2	Teen volunteers, 70 adult volunteers and 280 Afterschool staff successfully adapt 4H curriculum and share 4-H project skills with 700 youth involved in 4-H Afterschool programs.

**Outcome #1****1. Outcome Measures**

After-school program staff and 140 volunteers improve their ability to offer high quality care, education and developmental experiences for youth.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	280	908

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Three-fourths of Wisconsin children (74 percent) live in families with parents working outside the home. Their need for out-of-school-time programs overwhelms the supply. Programs that engage children in positive recreational and academic activities simply do not exist in many areas. Rural communities often lack the private partners, tax base, transportation and staff to create and sustain after-school programs.

**What has been done**

UW-Extension campus and county 4-H youth development faculty and staff collaborate with state, tribal and local partners to improve the quality of After-school programs and strengthen community collaborations that support caring for school-age youth during out of school time. During 2007, state experiential learning specialist Kathi Vos and her colleagues with the Wisconsin Department of Public Instruction strengthened and expanded the nearly 200 agency partner Wisconsin Afterschool Network (WAN). WAN includes representation from families, government, education, child care providers, youth development workers, as well as other community partners. WAN is supported by a three-year Mott Afterschool Network grant.

Co-lead by 4-H, WAN recruited 76 experienced staff to train 478 participants at six regional WAN workshops, a Wisconsin Afterschool Association Conference, three WAN regional gatherings, and four online courses. These Trainers worked with 11 county 4-H agents who trained another 430 afterschool providers and partners. From March to September 2007, 26 trainings ranging from a 2-hour session to a 2-month online course trained 908 after-school providers and their partners: <http://www.uwex.edu/ces/4h/afterschool/partnerships/index.cfm>

**Results**

WAN formed consensus on seven Guiding Principles for After-school Programs. Vos created a Continuous Improvement Process for Afterschool Programs (CIPAS) assessment tool and trained 35 staff, who then used it to review afterschool sites in nine Wisconsin communities. Seven afterschool sites successfully completed the CIPAS assessment with the support of mentors. Vos aligned the CIPAS rubrics to reflect best practices for all types of afterschool programs. WAN partners established quality recommendations titled Guiding Principles for Afterschool Programs: <http://dpi.wi.gov/sspw/wan.html>

Collaboration with the Wisconsin Afterschool Association, Wisconsin Community Education Association, Wisconsin 4-H Afterschool and other partners to sponsor joint trainings laid groundwork for the WAN Training Consortium, and Vos initiated a survey to measure staff competencies and further identify areas for professional development to support the consortium.

Major documents and tools developed include: 'Mind the Gap' and 'School's Out!' policy briefs. WAN Governing Policies, WAN Guiding Principles for quality staff development, WAN Afterschool Funding Request for the 2007-09 State Budget, and WAN Theory of Change Plan for 2006 to 2009.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

**Outcome #2**

**1. Outcome Measures**

Teen volunteers, 70 adult volunteers and 280 Afterschool staff successfully adapt 4H curriculum and share 4-H project skills with 700 youth involved in 4-H Afterschool programs.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	70	50

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Teachers and parents agree that after-school programs provide safe havens and structured time during risky afternoon hours. Quality after-school programs play a key role -- enriching learning by providing supervised settings for exploring interests, gaining lifelong skills such as problem solving, conflict resolution, teamwork and leadership, and building meaningful relationships with adults and peers. Yet many Wisconsin children and youth are missing out. The major challenge for new programs is funding -- 71 percent of principals in schools without after-school programs cite lack of funding as the reason.

**What has been done**

University of Wisconsin-Extension and the Wisconsin Department of Public Instruction (DPI) have forged a sustainable structure of statewide, regional, local and school-community partnerships to support high quality after-school programs through the Wisconsin Afterschool Network (WAN). Funded by the C.S. Mott Foundation and generous contributions by partner organizations, this new public/private partnership shares the vision that all Wisconsin school age youth have the opportunity to attend a high-quality after-school program. WAN coordinates information about multiple after-school efforts funded and administered through education, youth development, child care, human service and health initiatives, other state and local government agencies and community organizations. The joint WAN web site shares best practices, training opportunities and other resources: <http://dpi.state.wi.us/sspw/wan.html>

**Results**

Participation in high quality after-school programs is linked with a lower incidence of problem behaviors such as truancy. Youth who attend these programs demonstrate better school attendance and grades, positive relationships with adults, new friendships, greater self-concept and self-esteem. UW-Extension and the school district continue to strengthen as extension provides resources and education to support after-school programming. UW-Extension benefits as school district programs reach youth often underrepresented in 4-H community clubs.

In 2005, 1,965 youth participated in 4-H after school through 79 4-H After-school Clubs. In 2006, participation increased to 2,972 youth in 114 4H After-school Clubs --a 66 percent increase in one year while 4-H community club enrollment remained stable.

Although youth data were not collected at the 2007 trainings, it is estimated that 11 county 4-H programs are reaching 4,690 youth. During 2007, 26 trainings ranging from 2 hours to 2 months -- plus a 60-hour training to meet licensing requirements for school-age child care providers with credits through UW-Platteville --trained 908 after-school providers and their partners. UW-Extension training plans and resources are available at: <http://www.uwex.edu/ces/4h/afterschool/training/county.cfm>

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

Appropriations changes — 3-year C.S. Mott grant

Appropriations changes: University of Wisconsin-Extension and the Wisconsin Department of Public Instruction (DPI) have forged a sustainable structure of statewide, regional, local and school-community partnerships to support high quality after-school programs through the Wisconsin Afterschool Network (WAN). Funded by the C.S. Mott Foundation, and generous contributions by partner organizations, this new public/private partnership shares the vision that all Wisconsin school age youth have the opportunity to attend a high-quality after-school program.

External factors identified in the report titled Evolution of the Wisconsin 4-H Afterschool Movement 2001-2007 (October 2007 by Kathi Vos): <http://4h.uwex.edu/afterschool/index.cfm>

Appropriations changes: Kathi Vos has been co-leading the Wisconsin Afterschool Network with the Wisconsin Department of Public Instruction since October 1, 2005. Wisconsin is one of 32 states that received this three-year grant from the Mott Foundation that ends on September 30, 2008. A three-year Mott Foundation Innovation grant is available to continue the work from 2008-2011.

Competing public priorities: The Building 4-H After-School Programs Team decided to sunset as a formal Wisconsin 4-H Work Team on May 29, 2007, until interest and need arises. Although the team has sunset, state experiential learning specialist Kathi Vos will remain the Wisconsin 4-H Afterschool Network State Contact and participate in monthly phone conferences sponsored by National 4-H Council and National 4-H Headquarters, serve on the board of the Wisconsin Afterschool Association as well as serve as the Wisconsin Afterschool Network Partnership Team Coordinator. She will keep county youth development educators, program advisors and community partners informed of funding and training opportunities and will provide support to 4-H After-school educational efforts. This planned program will be reported again in 2008.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

**Program #8**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Family Caregiving

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	40%			
802	Human Development and Family Well-Being	40%			
805	Community Institutions, Health, and Social Services	20%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.8	0.0	0.0	0.0
<b>Actual</b>	3.6	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
731424	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
731424	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Family Living Programs campus and county faculty and staff provide professional development for extension staff members and other professionals and volunteers; Train caregivers through a variety of educational strategies; Provide support for community networks and collaborations, and develop research-based curricula.

Professional development, training and curricula: With UW-Extension leadership, Wisconsin Alliance for Family Caregiving members work closely with caregiving professionals to provide educational programs that acknowledge and honor Wisconsin's geographic and cultural diversity. Alliance-supported curricula are reviewed and selected to meet diverse needs of all caregivers. For example, Powerful Tools for Caregivers is a six-week course focusing on those who have cared for a spouse for an extended time, whereas Elder Care and Work: Finding the Balance is a one-day course adapted for employees trying to maintain full-time jobs while caring for family members.

Six UW-Extension faculty are certified Master Trainers for curricula supported by the Wisconsin Alliance for Family Caregiving. As Master Trainers, they have adapted curricula for Wisconsin caregivers and trained class leaders who teach at least one of the four curricula in 64 (88%) of Wisconsin's 72 counties. Since 2001, more than 500 trained educators, social workers, health-care providers, aging-network professionals and others –have taught 5,000 to 8,000 Wisconsin family caregivers through workshops, consultations, local caregiver coalitions, support groups and other educational strategies. The alliance also offers caregiving resources online, including evaluation materials and everything class leaders need:  
<http://www.uwex.edu/ces/flp/caregiving/alliance>

Supporting collaborations and coalitions: Mary Brintnall-Peterson and Patricia Malone, Trempealeau County community resource development educator, were contracted by the Wisconsin Department of Health and Family Services (DHFS) to support the development of long-term care councils, Malone as half-time project director, and Brintnall-Peterson as state specialist in aging and grant manager. In redesigning long-term care services, DHFS requested proposals, asking for regional consortiums to develop plans for expanding Family Care throughout Wisconsin. Family Care is a model of managed long-term care designed to deliver services to the frail elderly and those with physical and developmental disabilities. Malone is supporting six regional consortiums in implementing effective stakeholder involvement strategies in developing these plans.

Family living educator Mary Meehan-Strub works with Human Services Directors from La Crosse and seven surrounding counties in establishing a regional response for DHFS Long-Term-Care Reform. The planning partners formed the West-Central Consortium for Long-Term Support and Health Care Reform for a DHFS Planning Grant. The consortium used the \$100,000 grant to prepare for expanding Family Care from La Crosse County to all eight counties, approved by all county boards of supervisors.

## **2. Brief description of the target audience**

The statewide Family Caregiving Team provides training and educational support for extension staff, educational partners, community-based professionals and volunteers, and family caregivers. Of 3,952 adults reached through direct teaching methods in 2007, 95% were white, 3% African American, 1% Asian American, 0.75% American Indian and 0.25 Other Identities; 78% were female and 22% male. Of those reached, about 2% (74) identified as Latino/a, who may be of any race.

Extension staff include Family Living Programs campus and county faculty and staff who support local coalitions and family caregiver networks, many of whom are trained class leaders teaching family caregivers in support groups, one on one, workshop sessions, sequential learning sessions, and exhibits. County community resource development and agriculture educators join their family living colleagues supporting regional consortiums in developing effective stakeholder involvement strategies in planning for long-term care reform. With UW-Extension leadership, the Wisconsin Alliance for Family Caregiving addresses cultural, racial, ethnic, gender, age, and other disparities among caregivers and care receivers through partnerships with organizations representing many cultures, races, ethnic groups, ages, abilities, and income levels.

Educational partners include alliance members from more than 75 agencies, long-term care councils and regional consortiums, Wisconsin Department of Health and Family Services Bureau of Aging & Disability Resources, Area Agencies on Aging, Commission on Aging, county and tribal social workers and health care providers, Wisconsin Association of Aging Groups, AARP, Alzheimer’s Association, dementia networks, End of Life Education Council, Hope of Wisconsin, Wisconsin Respite Association, Hospitals, Hospice, Parish Nurses, inter-faith and other service groups.

Community-based professionals and volunteers work directly with family caregivers. The 11 volunteers trained by the statewide Family Caregiving Team in 2007 and the 500 community professionals trained since 2001 have taught 5,000 Wisconsin caregivers.

Family caregivers provide 80 percent of care needed by family members who are aging, chronically ill, disabled, or unable to care for themselves. About two-thirds (64%) do this while maintaining a full-time job and nearly half of those (47%) spend up to 40 hours per week as caregivers. Grandparents raising grandchildren assume the parenting role and responsibilities when the biological parent is unable to provide care. More than 1 in 10 grandparents assume parenting of a grandchild for at least 6 months. Family caregivers and care recipients are geographically, culturally, economically and socially diverse.

Ultimate beneficiaries include working caregivers and their employers, grandparents and their grandchildren, care recipients of all ages, anyone chronically ill or disabled, their friends, families, supporting professionals and communities.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	3500	0	0	0
2007	3952	0	0	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0



**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

*Not reporting on this Output for this Annual Report*

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	{No Data Entered}	{No Data Entered}

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Caregivers/participants increase their awareness of family caregiving/family financial resources
2	Caregivers/ participants increase their knowledge about being a family care provider
3	Community family caregiver collaborations will be established to provide supports (education, information, and resources) and services to assist local family caregivers
4	Caregiver/Participants adopt family caregiver skills to assist them as a care provider
5	Caregivers increase their confidence as a family caregiver
6	Caregiver/participants access community resources
7	Community family caregiver collaborations will develop and/or implement community supports (education, information, and resources) and services to assist family caregivers.

**Outcome #1**

**1. Outcome Measures**

Caregivers/participants increase their awareness of family caregiving/family financial resources

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	2062

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

About two-thirds of caregivers of older adults are employed (64%). Nearly half of these (47%) provide up to 40 hours of unpaid care while maintaining a full-time job. Employed family members rarely recognize their caregiving role or seek support.

**What has been done**

To offer education for family caregivers and professionals, the Wisconsin Alliance for Family Caregiving partners with Bringing Elder Care Home, a consulting firm specializing in helping employed caregivers. Elder Care and Work: Finding the Balance is a one-day course for employees trying to maintain full-time jobs while caring for family members. A train-the-trainer seminar for caregivers who interact with workplace supervisors focuses on healthy caregiving, workplace strategies and the ABCs of elder care resources. The two UW-Extension master trainers for this curriculum have trained 93 class leaders who reached 356 caregivers during 2007 through 28 educational sessions including support groups, one on one counseling and workshops.

The AARP Foundation and CSREES are working together in a two-year pilot program to educate employers and employees about the impact of caregiving on people's work and lives. Partners in this project will reach small business employers and employees through the workplace using educational materials and activities, collectively called Prepare to Care. Bayfield County is one of four rural counties involved in this pilot project. Family living educator Kathy Miller has participated in 9 Prepare to Care teleconferences and will survey county employees to assess their family caregiving concerns. Project partners will identify the most effective outreach strategies for working with small business employers to distribute family caregiving information and education. The resulting Community Educator's Guide will include educational materials; national, state, and local resources; and best practices for reaching both employers and employees.

**Results**

After the statewide Elder Care and Work class leader training, 92% of participants agreed that the conference helped them to gain a better understanding of the trends and of the nature of elder care/work conflicts, and 93% became familiar with seminar resources. 89% felt confident that they could deliver the workshop. On follow-up teleconferences, several shared their successes in presenting the program locally.

Ashland and Bayfield counties: Family living educator Kathy Miller presented a lesson and quiz on the Realities of Employed Caregivers to the Bayfield County Agriculture and Extension Education Committee to help raise their awareness of the issue. Committee members had not been aware of family caregivers as a target audience or of extension resources to meet their needs, and county administration has expressed support for continued efforts with education about employed caregivers. A Bayfield-Ashland County group of 9 Human Resource Managers representing larger employers requested a presentation on Elder Care and Work. Miller and the Respite Care Coordinator presented statistics on employed caregivers and resources to conduct on-site education.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services

**Outcome #2**

**1. Outcome Measures**

Caregivers/ participants increase their knowledge about being a family care provider

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	1265

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Family caregivers provide 80% of the care needed by someone who is older or chronically ill. As growing numbers take on new unpaid duties, many find themselves lacking caregiving knowledge and skills, emotionally drained, and unaware of where to turn for help.

**What has been done**

Family caregivers need education and training to understand and handle the new roles and responsibilities they face over time in providing consistent, quality care to a family member. Family caregiving education is delivered through training colleagues and agency professionals, conferences, workshops, presentations, consultations, support groups, newsletters, family caregiver resource fairs and community forums assessing and addressing family relations, caregiving roles and responsibilities, accessing community resources, health care, housing options and other priority financial management resources, balancing elder care and work and other emerging issues.

For example, the Wisconsin Alliance for Family Caregiving partners with The Hospice Institute of the Florida Suncoast to offer a train-the-trainer course for professionals working with family caregivers. An Extension faculty member is co-chairing the statewide work group to adapt the The Caregiving Near Life's End curriculum so it can be used throughout Wisconsin. The Caregiving Near Life's End curriculum helps caregivers deal with end-of-life issues, offering self-directed activities, handouts and caregiver resources through workshops, classes or individually. Topics include completion and closure, personal relationships, the meaning of life and bereavement. In 2007, the four trained class leaders responding to a survey trained another 195 professionals and caregivers and made referrals for some caregivers to receive additional support. One hospice used the curriculum to train all their social workers.

**Results**

Evaluations from the annual national Hospice satellite program shared that 195 individuals became aware of community resources to assist them as a caregiver with 30 planning to contact a local hospice for assistance or additional information and 23 going to contact their local aging office. The national Hospice program evaluation documents that family caregivers and professionals gained knowledge about anticipatory grief and anticipatory mourning; acquired new ideas and techniques; understand how organizations and agencies can support individuals who are grieving; and can discuss the ways the understanding of grief has changed over the last 20 years. Caregivers report that the Caregiving Near Life's End program is excellent.

Ozaukee County: Family living educator Mary Fran Lepeska reports that 35 attended the Living with Grief Satellite program and a panel presentation with a Hospice provider and grief counselor who shared information and resources. 79% of those completing evaluations gained new knowledge and 33% learned about local resources to assist with grief.

Taylor County: Family living educator Peggy Nordgren reports that participants in the Living with Grief satellite program indicated an increase in knowledge on their post program evaluation.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
---------	----------------

801	Individual and Family Resource Management
805	Community Institutions, Health, and Social Services
802	Human Development and Family Well-Being

**Outcome #3**

**1. Outcome Measures**

Community family caregiver collaborations will be established to provide supports (education, information, and resources) and services to assist local family caregivers

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	23

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Whether caring for an aging parent, ill spouse or grandchild, becoming a caregiver adds stress to an already stressful life. Family members are unaware of existing community resources, lack knowledge on how to provide care, or find themselves tired, isolated, and unable to function effectively. More than one in ten grandparents raises a grandchild for at least 6 months. These grandparents make financial sacrifices, have increased health needs, and are very concerned about their grandchildren's well-being.

**What has been done**

To ensure successful family caregiving outcomes, UW-Extension campus and county faculty and staff are building and supporting family caregiver networks, long-term care councils and regional consortiums, and coalitions that collaborate with neighboring counties or Cooperative Extension faculty in other states.

**Results**

Community family care coalitions have been established to provide supports, education, information, resources and services to assist local family caregivers. Community collaborations reported in 2007 include:  
 Southwestern Wisconsin Long Term Care Coalition: Richland County community resource development educator Steve Kohlstedt has been involved with Regional Long-Term Care reform as advisor to the council since 2006. Through asset-based community planning and collaboration with other groups, Kohlstedt reports development of a new transportation plan for those with challenges, expanded partnerships to address transportation concerns - a homeless shelter, alternative health care workshops, a Free Medical Clinic in Richland Center and Free Dental Clinic in the planning stage.

West-Central Consortium for Long-Term Support and Health Care Reform: Facilitated by La Crosse County family living educator Mary Meehan-Strub, the implementation council was created in 2007 to provide guidance to the 8-county consortium while the state's first ever long-term care district awaits formation. Meehan-Strub also mediated conflict between advocates and the steering committee and four counties involved in developing a joint Aging and Disability Resource.

Winnebago County: Since 2000, family living educator Chris Kniep has provided leadership and educational support strengthening the Grandparent Support Network -- human service and private care providers, senior centers, community agencies, programs such as Meals on Wheels, employers and retired workers. The network provides relative care information packets, newsletters and monthly support groups for 30 to 60 grandparents and kin raising grandchildren. Supportive, nurturing relationships have been established within the grandparent and grandchildren groups, with grandparents connecting outside of the group for social activities and providing 'warm-lines' for each other. Grandparents are taking on leadership roles and the network has expanded service coordination such as referrals to parenting programs and child play therapy groups. The project has sustained funding and support of the Unit on Aging director, county board of supervisors and agencies.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
805	Community Institutions, Health, and Social Services
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

**Outcome #4****1. Outcome Measures**

Caregiver/Participants adopt family caregiver skills to assist them as a care provider

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2007	0	399

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Recent research documents how stress and worries compel caregivers to neglect their own physical and mental health, resulting in depression, extreme fatigue, poor eating and exercise habits and greater use of medications. More than half of the surveyed caregivers said this downward health spiral also lessens their ability to provide care.

**What has been done**

The Wisconsin Alliance for Family Caregiving conducted its own research in 2005, asking 168 social workers, health-care providers and others during 12 listening sessions how alliance members could fill statewide gaps in education, resources and support for family caregivers. Data from the focus groups was evaluated by UW-Extension state specialist and developed into a report for the Board showing that these caregiving professionals identified six major concerns. Concerns included family caregivers not identifying their role as caregivers and thus not participating in educational programs, and their reluctance to accept help. The alliance used data gathered during listening sessions to develop a strategic plan to meet the educational needs of diverse family caregivers throughout Wisconsin. Listening session results are reported at: <http://www.uwex.edu/ces/flp/caregiving/alliance/news/index.cfm>

**Results**

Wisconsin Alliance for Family Caregiving: Master trainers and class leaders collect pre-, post- and 6-month follow-up evaluation data for the Powerful Tools curriculum. Annually data is collected from class leaders on the curriculum, Caregiving Relationships and Caregiving Near Life's End trainings, including the number of caregivers reached and class leader feedback. Powerful Tools for Caregivers classes yield the most evaluation data. Pre- and post-evaluations show dramatic increases in caregivers' abilities to get needed help, cope with stress and discuss concerns. Caregivers embraced the tools taught during Powerful Tools' classes. Evaluations from 800 participants over several years show that after the class:

- \* 667, 82%, began using action plans.
- \* 605, 74%, use relaxation tools.
- \* 631, 77%, use 'I' messages rather than 'You' messages.
- \* 346, 42%, practice assertive communication.
- \* 590, 72%, practice positive self-talk.
- \* 229, 37 %set long-range goals.
- \* 196, 24%, hold family meetings.

Marinette County: More than ninety percent of adults age 65 and older live in the community where family caregivers help them live independently. County family living educator Nancy Crevier collaborates with Mary Jo Ruleau of Marinette County's Elderly Services to provide caregiver education through two 6-week programs. First, the Taking Care of You: Powerful Tools for Caregiving curriculum empowers caregivers to maintain their own health and well-being during stressful situations. When family caregivers completing this training asked for more, Crevier and Ruleau attended alliance-supported trainings to add the Caregiving Relationships: For People Who Care for Adults curriculum. Providing this follow-up program proved to be an innovative use of the curriculum, encouraging caregivers to continue to explore important issues. Crevier and Ruleau will continue to offer family caregivers this combination of trainings.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management
805	Community Institutions, Health, and Social Services
802	Human Development and Family Well-Being

**Outcome #5**

**1. Outcome Measures**

Caregivers increase their confidence as a family caregiver

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	606

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Under stress, family caregivers often neglect their own health and well-being. Caregivers need educational resources to help them understand their stress so they can maintain their own personal well-being.

**What has been done**

The Wisconsin Alliance for Family Caregivers hosted trainings on Taking Care of You: Powerful Tools for Caregivers, 2 for Elder Care and Work: Balancing Work and Family, and three for Caregiving Relationships. The alliance partners with the University of Illinois Extension to offer a train-the-trainer workshop for professionals working with family caregivers. The Caregiving Relationships curriculum focuses on reducing emotional pressures, preventing elder abuse and strengthening relationships between caregivers and care receivers. Participants learn about loss, facing fear, family dynamics in distance caregiving, taking care of yourself, elder care services and other topics.

Teleconferences were held to support Caregiving Relationship class leaders and a face-to-face meeting for Powerful Tools instructors. Task forces for the four alliance-supported curricula are working with Extension staff including developing class leader support trainings and resources, and teaching at class leader trainings. The 190 trained Caregiving Relationships class leaders reached 5,311 caregivers through classes, support groups, and exhibits, and another 2,300 through media releases.

**Results**

A major objective of the Powerful Tools for Caregivers curriculum is to empower caregivers to maintain their own health and well-being, while managing their caregiving responsibilities. Trained Washburn County caregivers were asked to share how confident they were on specific tasks before and after the series to measure how the training helped them learn new coping skills and strategies. Participants were providing daily or almost daily personal care (14%), household help (50%), or arranging for care help (43%), for a parent, spouse or others.

Caregiver confidence increased the most in using relaxation to cope (from 21% to 65% very or extremely confident), make self feel better when discouraged (27% to 85%), cope with stress on a daily basis (23% to 46%), and discuss concerns with family members (48% to 83%). Caregivers embraced the tools and began using

- \* Action plans (86%).
- \* 'I' messages rather than 'you' messages (79%).
- \* Positive self-talk (71%).
- \* Relaxation tools (64%).
- \* Family meetings (43%).
- \* Assertive communication (36%).
- \* Long-range goal setting (29%).

Comments from evaluations include:

'All of the tools related to communicating were extremely helpful, not just in a caregiving situation but in all aspects of life.'

'I learned how to put myself first instead of always jumping when my Dad called.'

'Helped to allow myself to have less guilt and to let things go.'

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
802	Human Development and Family Well-Being
801	Individual and Family Resource Management

**Outcome #6**

**1. Outcome Measures**

Caregiver/participants access community resources

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	10

**3c. Qualitative Outcome or Impact Statement**



**Issue (Who cares and Why)**

The Wisconsin Department of Health and Family Services (DHFS) is re-designing the state's long-term care system so citizens can access community resources through local Aging and Disability Resource Centers regardless of their income. This system is built on the expectation that family members will provide support. However, current systems do not recognize family caregivers as clients. Case managers' often lack formal training and guidance on how to work with family caregivers, and may not be aware of community resources that can assist family caregivers.

**What has been done**

UW-Extension and UW-Milwaukee have partnered the last four years in translating caregiver research into a needs assessment process called Tailored Care (TCare). For more than 20 years, UW-Milwaukee's Rhonda Montgomery collaborated with Karl Kosloski (University of Nebraska-Omaha) in researching caregiver stress. Their caregiver identity change theory explains the emotional stress a caregiver endures throughout their caregiver career and how their identity changes over time. Based on this work, Tailored Care takes into account an individual's past relationship with the care recipient, their personal rules and values and helps them understand how their emotions are key to understanding their reactions to caregiving situations.

To generate interest in the Tailored Care needs assessment process, Montgomery and state program specialist in aging Mary Brintnall-Peterson (UW-Extension) taught five training sessions for staff in aging units, Aging and Disability Resource Centers, UW-Extension, area Alzheimer's chapters, home care, home health, hospice, respite, adult day care, parish nurses, public health agencies and others. Co-sponsored by the six Area Agencies on Aging and DHFS Bureau of Aging & Disability Resources, the five trainings reached 253 professionals.

**Results**

These research-based trainings aimed to help professionals understand the caregiver experience and the implications for service development and delivery. In after session evaluation, more than half learned about the caregiver needs assessment process (53%) and indicated that they gained ideas on ways to improve the way they do their job (58%). They also were exposed to new resources to assist family caregivers (45%) and had an opportunity to network with others doing similar work with family caregivers (41%). Written comments illustrated that participant's were challenged to think differently when working with family caregivers.

Since the five trainings around the state, the DHFS Bureau of Aging & Disability Resources has been exploring ways to continue the dialogue started and requested a Tailored Care presentation at their Long-term Care Conference in April 2008. The Tailored Care team is currently working with colleagues in six states.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
801	Individual and Family Resource Management

**Outcome #7**

**1. Outcome Measures**

Community family caregiver collaborations will develop and/or implement community supports (education, information, and resources) and services to assist family caregivers.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	1008

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Family caregivers are the backbone of the long-term care system and are relied upon to provide care to individuals who are frail or disabled. A majority of caregivers have had little training on how to be a caregiver and often have their own health issues. Nine in ten report their health as fair or poor with many being depressed, especially those caring for someone with dementia. Family caregivers need educational programs on coping skills and strategies to help them maintain their own health and well-being.

**What has been done**

The Wisconsin Alliance for Family Caregiving became a nonprofit organization in 2006 to educate professionals who work directly with family caregivers and to support local caregiver coalitions. Before it became a nonprofit, UW-Extension and AARP provided organizational leadership for the network of professionals. Caregiving professionals recognize the value of one organization providing leadership in the selection, training, dissemination and evaluation of family caregiver curricula statewide. UW-Extension developed and maintains the Alliance website with financial support from AARP and area agencies. Other partners on the Alliance's Board of Directors include Wisconsin's Area Agencies on Aging, the Hope of Wisconsin, Wisconsin Respite Association, UW-Madison, UW-Milwaukee, the Alzheimer's Chapter Network, and the state Bureau of Aging and Disability Resources, Wisconsin Department of Health and Family Services. The web site is designed to help professionals working with family caregivers find resource materials, research, training and networking opportunities. Family caregivers will also find the site helpful for locating family caregiving classes and caregiving resources that address everyday needs and concerns of caregivers: <http://www.uwex.edu/ces/flp/caregiving/index.cfm>

**Results**

In 2007, 23 new community collaborations joined existing community family caregiver collaborations that developed and implemented more than 2,000 community supports -- education, information, resources and services. Some examples include:

Ashland and Bayfield Counties: Facilitated by Bayfield County family living educator Kathy Miller, the Caregiver Support Network established the annual regional caregiver conference From Surviving to Thriving: A Day for Northwoods Caregivers. In 2007, 86 people participated, and another 100 in 2006-- half agency staff and half caregivers. The network also implemented Cafe Connections to provide community resource information to family caregivers via local restaurants.

Dane County: The Dane County Family Caregiver Alliance is creating a calendar of all family caregiver educational offerings and events so agencies can refer to each other and caregivers can learn about all offerings through this joint endeavor.

Winnebago County: Facilitated by family living educator Chris Kniep, the Winnebago County Caregiver group held a community caregiver fair including keynote speaker and agency displays, and sponsored workshops on employed caregivers and depression issues for caregivers. The Grandparent Support Network sponsors an on-going support group for grandparents and kin providing care for children.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

UW-Extension received a contract from the Wisconsin Department of Health and Family Services to facilitate education and training for developing county long-term care councils that have strong leadership, a strategic plan that guides their decision-making process, and who advise their community on long-term care.

The Wisconsin Alliance for Family Caregiving budget ranges from \$20,000 to \$30,000 a year, with funds from AARP Wisconsin, UW-Extension, the Area Agencies on Aging, the Bureau of Aging and Disability Resources in the state Department of Health and Family Services, and other grants. Through the contract with DHFS, UW-Extension employs a faculty member half time to work on the issue.

## **V(I). Planned Program (Evaluation Studies and Data Collection)**

### **1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)

### **Evaluation Results**

The Wisconsin Alliance for Family Caregiving has trained individuals throughout Wisconsin to teach the curriculum, Taking Care of You: Powerful Tools for Caregiving. There have been 153 workshop series offered in Wisconsin with 1,181 individuals participating and 891 completing the pre- and post-tests.

A major objective of the Taking Care of You: Powerful Tools for Caregiving is to empower the caregiver to maintain their own health and well-being, while managing the caregiving responsibilities of others. Caregivers were asked to share how confident they were on specific tasks before the workshop series and then again afterwards. Data documents that more caregivers rated their confidence as very or extremely confident after completing the six-week workshop series than before the workshop.

Workshop participants also shared that: After the workshops series, they often or always told themselves how important caregiving is and that they are doing good things as a caregiver and feel good about what they are doing as a caregiver.

Caregivers gave the six-week series an average score of 4.5 based on a five-point scale (5 excellent and 1 poor). The workshop incorporated the use of self efficacy-enhancing strategies based on the work of Dr. Lorig at Stanford University. Caregivers embraced the tools and began using action plans (730 or 82%), relaxation tools (663 or 74%), "I" messages (684 or 77%), assertive communication (381 or 43%), positive self-talk (643 or 72%), family meetings (214 or 24%), and long-range goal setting (334 or 38%).

Caregivers were encouraged to be physically active and to engage in relaxation activities as stress reducers. Before the class, 342 caregivers were exercising 1 or more hours a week. After the six-week workshop seminar, 414 exercised one or more hours a week. The average time engaged in relaxation activities went from 5 times a week to 7 times a week.

The 697 (78%) women and 166 (19%) men were providing care for their spouses (390 or 44%), parent (304 or 34%), Mother-in-law/father-in-law (37 or 4%) or others (115 or 13%). They were providing daily or almost daily personal care (244 or 27%), household help (475 or 53%) or arranging for care help (251 or 28%).

Data for Powerful Tools for Caregivers can be found at:

<http://www.uwex.edu/ces/flp/caregiving/education/powerfultools/evaluationresults.cfm>

### **Key Items of Evaluation**

**Program #9**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Family Financial Education

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	9.7	0.0	0.0	0.0
<b>Actual</b>	10.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c 743431	1890 Extension 0	Hatch 0	Evans-Allen 0
<b>1862 Matching</b> 743431	<b>1890 Matching</b> 0	<b>1862 Matching</b> 0	<b>1890 Matching</b> 0
<b>1862 All Other</b> 0	<b>1890 All Other</b> 0	<b>1862 All Other</b> 0	<b>1890 All Other</b> 0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The statewide Family Financial Education Team provides training for volunteers, agency partners and community members; Creates community or regional partnerships and councils to address financial education needs; and Develops educational materials.

Training colleagues, volunteers and agency professionals: The UW-Extension statewide Family Financial Education Team works to improve the knowledge and skills of colleagues, agency professionals, diverse individuals, youth and families. The team accomplishes their goals through research-based education, trained volunteers, educational partners and unbiased information for prudent use of products available from financial institutions, using multiple forms of delivery for various audiences throughout Wisconsin. Family Financial education is delivered through trainings, individual financial counseling, conferences, workshops, presentations, newsletters, pay envelopes, resource fairs, community forums, poverty simulations, Reality Store simulations, schools and 4-H clubs, addressing the basics of earning, spending, using credit or repairing debt, avoiding bankruptcy, saving, health care, housing, financing higher education and other financial management priorities. The 344 volunteers trained extended financial literacy through direct teaching methods such as Reality Stores and other financial education activities.

New debtor education and counseling: To reduce the number of people using bankruptcy as a periodic budget balancing tool, U.S. Trustees in the Department of Justice made financial counseling and education a requirement to filing for bankruptcy. Bankruptcy increased in the five years before the law changed. In Wisconsin, the rate grew from 3.94 per thousand in 2001 to 6.74 in 2005. Many counties lacked the financial education required. University of Wisconsin-Extension Family Living Programs fostered a concerted community-based educational response to address the needs of those filing for bankruptcy and others concerned about their economic security.

Supporting community and regional coalitions: Community-based, audience-targeted education can help people obtain the skills to manage cash and credit, avoid abusive lending practices, build additional assets, protect financial resources, and take a long-term view of their financial futures. To build community capacity for reaching diverse audiences effectively, campus and county family living faculty and staff are creating and supporting coalitions among state, county and tribal governments, Banks, credit unions, financial service providers, schools, 4-H, community and social service agencies.

Developing educational materials: Financial literacy programming blends university research with local resources, and promotes local efforts. Statewide Family Financial Education and Management Team members work with educational partners — elder law, marital property law and tax law attorneys, estate planning, farm management, housing, insurance, small business and other experts — to develop and update popular peer-reviewed publications in English and Spanish:  
<http://learningstore.uwex.edu>

## **2. Brief description of the target audience**

The statewide Family Financial Education Team provides research-based training and support for agency partners, professionals, volunteers and community members. Of 11,698 adults reached through direct teaching methods in 2007, 90% were white, 3.4% African American, 3.1% American Indian, 2.3% Asian American, and 1.2% other identities; 60% were female and 40% male. Of these, 7.4% (867) identified as Latino/a, who may be of any race. In 2006, 660 youth enrolled in 4-H consumer education.

Agency partners and professionals include Head Start, Home Visitors, WIC — Women, Infants and Children, county and tribal health and human services, social services, departments of aging and housing, probation and parole, Drug Courts, Wisconsin Department of financial Institutions, Wisconsin Department of Health and Family Services, Wisconsin Housing and Economic Development Authority, and others.

The Family Financial Education and Management Team partners with the National Endowment for Financial Education (NEFE) to teach basic money management and financial planning concepts to high school students. At Reality Store simulations and events for youth, trained teachers, business and community volunteers help students plan their spending, write checks, balance their checkbooks, track their spending, and record the costs of living expenses they use in their event scenarios.

Community members and volunteers include bankers and other financial professionals, business owners, teachers, school administrators and 4-H volunteer leaders. Educational partners include community centers, 21st Century Learning Centers, public libraries, news media, Volunteer Income Tax Assistance, AARP, Community Action Councils, Rural Development Councils, United Way, St. Vincent de Paul and other inter-faith volunteer networks. The 344 volunteers trained during 2007 extended financial literacy through direct teaching methods such as Reality Store simulations.

Local extension-led teams support Volunteer Income Tax Assistance (VITA) sites in schools, community centers and public libraries. Trained by the Internal Revenue Service and Wisconsin Department of Revenue, VITA volunteers prepare basic income-tax returns in English and Spanish. This free, confidential assistance makes tax time easier for low-wage workers, newcomers, tribal members, older adults and people with disabilities. Many learn they are eligible for federal and state Earned Income Credit and Wisconsin Homestead Credit. IRS data show that cash returned to these taxpayers through credits improves their well-being and boosts the economy of their community.

Ultimate beneficiaries include preschoolers and their parents, school-age children, high school students, young adults, low-income families and their children, Spanish-speaking families and their children, American Indian tribes and bands, older adults, people with disabilities, nonviolent criminal offenders, incarcerated parents and extended families.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	9000	0	0	0
2007	11698	0	660	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

*Not reporting on this Output for this Annual Report*

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	{No Data Entered}	{No Data Entered}

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Participants will increase their knowledge of financial concepts and personal financial skills.
2	Participants will increase their use of positive financial practices.



**Outcome #1**

**1. Outcome Measures**

Participants will increase their knowledge of financial concepts and personal financial skills.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	5173

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The national Jump-Start Coalition for Personal Financial Literacy reports that the average high school graduate lacks basic financial management skills -- many cannot balance a checkbook, and lack basic principles for earning, spending, saving and investing. Only 10% graduate from high school with any instruction in personal finance.

**What has been done**

This unmet need makes youth a key audience for financial education. UW-Extension family living and 4-H youth development educators collaborate with community partners, reaching preschool to high school students with financial literacy education such as Reality Store simulations where teens practice budgeting their money by saving, donating to charity, and 'spending' a portion on clothing or electronics. Iowa County family living educator Ruth Schriefer joined a work group of credit union employees and Extension staff from around the country to develop a financial literacy curriculum for pre-school children and their parents by the Credit Union National Association (CUNA). When asked to develop a teens and money seminar for 4-H & Youth Conferences, Schriefer renewed the collaboration. Schriefer recruited 4-H youth delegates to pilot a financial education simulation curriculum, communicated on-line assignments on check writing and checkbook balancing, provided feedback on assignment and simulation from youth and chaperones, and reviewed materials.

**Results**

During 2005 through 2007 4-H & Youth Conference seminars, 85 youth delegates participated in the financial simulation /Mad City Money. All participants (100%) indicated they gained knowledge they can use, and 80% (68 teens) indicated they had a plan for one or more ways to use this knowledge in their 4-H club, neighborhood, school or community. Some 2007 results of UW-Extension financial education include:

Forest County Partnership sponsored a Reality Store simulation at the 2007 Brighter Futures Conference for 114 11th grade students developing life skills, vocational preparedness, social skills and responsible decision-making. Youth offered ways to improve the Reality Store for next year. A committee is revising expense form, creating an orientation process, and preparing debriefing questions for later use at schools.

Menominee and Waupaca counties: At the 2007 Money Conference in cooperation with the Menominee Tribal College and UW-Extension, youth attending Money Pals workshops gained understanding of saving versus using credit, tracking spending and setting savings goals with hands-on games, and took home kits to continue learning.

Vernon County: At Reality Days, trained teachers, business and community volunteers help students plan their spending, write checks, balance their checkbooks, and track the funds they use and costs of living during event scenarios for Reality Store simulations.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #2**

**1. Outcome Measures**

Participants will increase their use of positive financial practices.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2007	0	700

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

As many Wisconsin families struggle with managing the limited dollars they have, the professionals who have opportunities to provide them financial management counseling or educational support may need to update their own skills.

**What has been done**

Central District family living educators Edie Felts-Podoll (Adams), Kathy Metzenbauer (Juneau), and Sue Nagelkerk (Sauk), developed a regional train-the-trainer program for agency professionals and volunteers using the Money Smart curriculum from FDIC (Federal Deposit Insurance Corporation). Arlene Scalzo, Wisconsin Housing and Economic Development Authority, also served on the training team. They added to the curriculum principles of adult learning, effects of generational poverty, credit repair, bankruptcy, and financial education resources from UW-Extension. Their train-the-trainer course provides practical experience in coaching, delivering and receiving feedback through presentations, demonstrations and exercises.

These trainings expand regional capacity to provide financial counseling and educational support to families in need. In 2006, 51 agency professionals and volunteers from Juneau, Adams and Sauk Counties completed Money Smart trainings, representing agencies such as Community Action Council, St. Vincent de Paul, Head Start, Rural Development, Department of Aging, Department of Human Services, Interfaith Volunteer Network, and local banks, and a separate training reached 17 more professionals from Adams and Portage Counties. In 2007, 73 more professional and volunteer financial counselors were trained, extending to Columbia, Marathon and Waushara counties.

**Results**

From FDIC research, both participants and instructors find the Money Smart program useful. These effective financial education trainings are improving individual's financial knowledge and positive changes in behavior. Graduates of Central District trainings use the Money Smart program with their clientele in such programs as Home Buyer Education, Self-Help Housing and Credit Repair. In Juneau, Adams and Sauk counties, post-session evaluations have shown that 99% of participants increased their knowledge of financial management as well as acquired a variety of techniques in helping clientele. Many participants gained a better understanding of generational poverty and stated that they felt more confident in assisting clients with money matters.

Juneau County: After participating in classes offered by family living educator Kathy Metzenbauer, 75% of participants developed a spending plan, considered ways to increase income and decrease debt, reduced impulse buying and developed home files.

Waushara County: As of November 2007, Family Living Educator Jennifer Caravella provided 44 individuals with about 132 hours of face-to-face financial education required for filing bankruptcy. End of session evaluations showed that more than half of those counseled either increased their monthly income or decreased their monthly expenses after having participated in financial counseling. Eighty-two percent said that as a result of the counseling, they had generally improved the way they handle their money.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Public Policy changes
- Government Regulations
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}