

PLAN OF WORK REPORT OF ACCOMPLISHMENT



**University of Nebraska Cooperative Extension
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln**

**Submitted
March 11, 2002**

**Federal Fiscal Years
2000 to 2004**

**Plan of Work Report of Accomplishments
University of Nebraska Cooperative Extension
FY 2000 to 2004**

INTRODUCTION

- A. PROGRAMS (5 FEDERAL GOAL AREAS)**
- B. STAKEHOLDER INPUT PROCESS**
- C. PROGRAM REVIEW PROCESS**
- D. EVALUATION OF THE SUCCESS OF MULTI AND JOINT ACTIVITIES**
- E. MULTISTATE EXTENSION ACTIVITIES**
- F. INTEGRATED RESEARCH AND EXTENSION ACTIVITIES**

APPENDIX I -- SUMMARY OF MULTI-STATE PROGRAMS AND ACTIVITIES BY FEDERAL GOAL AREAS

APPENDIX II -- IMPACTS 2002 REPORT

APPENDIX III -- "CONNECTIONS" AN ANNUAL PUBLICATION OF COOPERATIVE EXTENSION IMPACTS

APPENDIX IV -- "CONNECTS" A TRI-MONTHLY PUBLICATION OF COOPERATIVE EXTENSION IMPACTS

Plan of Work Report of Accomplishments University of Nebraska Cooperative Extension

I. INTRODUCTION:

University of Nebraska Cooperative Extension is a division of the University of Nebraska Institute of Agriculture and Natural Resources. Other divisions include Agricultural Research Division and College of Agricultural Sciences and Natural Resources.

This Annual Report describes Cooperative Extension program impacts and accomplishments for the Cooperative Extension Division for fiscal year 2001, as required by the Agricultural Research, Extension, and Education Reform Act of 1998. It includes the elements identified in the USDA document, "Guidelines for Land Grant Institution - Annual Report". This federal Annual Report is based on the current strategic plan of Institute of Agriculture and Natural Resources and on emerging issues identified through stakeholder input in anticipation of beginning the next revision of the Institute of Agriculture and Natural Resources Strategic Plan. This federal Annual Report is for the University of Nebraska Cooperative Extension Division programs only, but was developed in conjunction with University of Nebraska Agricultural Research Division's Annual Report.

Cooperative Extension Action Teams guide our work and are represented under the five Goal areas. Nebraska Action Teams include: Community and Residential Environment; Community Resource Development; Enhancing Food Safety in the Food Chain; Health Care in Transition; Integrated Animal Systems Management; Integrated Crop Management; Leadership and Public Issues Education; Natural Resources and Environmental Management; Preventive Health and Wellness Education; Sustainable Families; and Youth and Family Responsibility.

In fiscal year 2000-2001, the University of Nebraska Cooperative Extension funding in support of the programs described in this plan totals \$37,079,392. Smith Lever Federal Formula Funds (3b & 3c) provided \$4,152,389 or 11 percent of this total. However, the reports included in this report represent all funding streams not just federal dollars.

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A. PROGRAMS (5 FEDERAL GOAL AREAS)

Goal 1: To achieve an agricultural production system that is highly competitive in the global economy.

Overview: (includes sections a, b, c & d)

Agriculture production is the foundation of Nebraska's economy and is of particular importance to our rural communities. Nebraska Cooperative Extension's Integrated Crop Management (ICM) Action Team addresses the need for sustainable and profitable agricultural production systems and concerns about environmental stewardship. ICM educational programs for management of soil fertility, soil and water resources, pests and crop production in a way that sustains agricultural profitability and promotes environmental stewardship. The ICM program is supported by the educational program of the Natural Resources and Environmental Management Action Team.

The livestock industry plays a significant role in Nebraska's agricultural economy accounting for approximately 60% of the total agricultural income. Livestock production offers producers an important means to add value to their grain and other crops. Nebraska has 23 million acres of rangeland and pastures, not counting the crop residues across the state that are used for livestock. Long-term sustainability requires that animal systems be economically viable, ecologically sound, and socially responsible. Cooperative Extension's Integrated Animal Systems Management (IASM) Action Team's educational programs encourages producers to manage their operations as holistic units rather than as a set of independent enterprises.

The educational programs offered to support Nebraska's agricultural producers continue to be wide ranging in the breadth of subject matter to address current needs and issues. A research and extension team at the Panhandle Research and Extension Center has had a major effort to improve sugar beet production and profitability. The efforts have been conducted in Nebraska, Colorado and Wyoming and have provided information on sugar beet planting and management, variety response to irrigation, herbicides, insects and diseases, and discoveries about emerging diseases and insects. Sugar beet yields have increased an average of 3 tons per acre since the work began; and 8,000 Nebraska acres have returned to sugar beet production. Farmers and Ranchers College in South Central Nebraska presented four marketing workshops that participants estimated had a value of 6 cents per bushel of corn and \$19 per head of cattle. If participants were able to achieve this value, the resulting aggregate value would exceed \$1.9 million.

The Ranch Practicum program, an indepth program lasting seven days over a nine month period, has just completed its third year. The practicum participants in 2000 impacted 1,500,00 acres of rangeland, 1,500,00 head of cattle, and 1,630 producers through their ownership, management, educational, and consulting activities. Producers estimated the practicum's average value at \$28 per head of livestock based on the changes they intended to make as a result of the practicum. A group of cattle producers in a "Nutrient Requirements of Beef Cattle" program estimated could save \$5.11 per cow and \$6.08 per calf in mineral and feed costs based on the information gained. Additional impacts of the ISAM team educational programs are identified in the following key theme narratives.

Nebraska Cooperative Extension has developed several home study courses to provide producers learning opportunities that allow learning on a flexible schedule. One example is the soils home study course. One group completing the home study estimated the knowledge gained helped them save between \$16 and \$20 per acre. Another popular home study course addresses irrigation management. Crop management and diagnostic clinics have been used to provide hands-on education for crop consultants, producers and agribusiness professionals. The 2001 clinics impacted an estimated 5,100,000 acres (23%) of Nebraska's row crop acreage. The average estimated value of the education was \$5.54 per acre. If this value was achieved on 70% of the acreage, the estimated total impact of the program could reach \$19.8 million dollars.

The Integrated Crop Management, Integrated Animal Systems Management, and Natural Resources and Environmental Management teams have delivered a variety of educational programs to support Nebraska's agricultural producers and agribusinesses. This report illustrates a portion of those programs and example impacts. With the current financial situation facing agriculture these programs are particularly important to individual producers as well as the state as a whole. The teams continue to strive to deliver programs that meet the needs of Nebraska agriculturists and in a way that allows effective learning. The programs supporting this goal must be ongoing to support the continuing changes in agriculture.

e) Total Expenditures and Full-time Equivalent(FTE):

FFY2000	Federal*	State	Local	Other	Total
Funding:	\$ 996,573	\$4,317,036	\$1,404,013	\$2,181,432	\$8,899,054
FTE**:					76

* FY2000-2001 Federal Formula Funds only (includes 3b & 3c)

** Includes both professional and para-professional funded from all sources

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- e) Sugar beets are a major crop in Nebraska's Panhandle, but production declined during the mid-1990s, partly because growers unknowingly planted varieties susceptible to regional insects and diseases.

A University of Nebraska research and extension team at the Panhandle Research and Extension Center in Scottsbluff launched a major effort to improve sugar beet production and profitability. They conducted large-scale sugar beet variety trials from 1997 to 2000 in Nebraska, Colorado and Wyoming. Results provided information about sugar beet planting and management, variety response to irrigation, herbicides, insects and diseases, and discoveries about emerging diseases and insects. This research showed that proper variety selection is a key to dealing with a variety of production problems. The NU Institute of Agriculture and Natural Resources team shared results with growers at meetings and field days in Nebraska, Colorado, Wyoming and Montana, and distributed booklets summarizing their findings.

- f) Impact - Thanks largely to this work, Panhandle sugar beet yields have increased an average of 3 tons per acre since this work began. Sugar content also has increased, which means growers earn more for their beets. And 8,000 Nebraska acres have returned to sugar beet production. This research also influenced how growers select varieties. In 2001, a majority of the beet varieties grown in the Panhandle were resistant to root aphid.
- g) Scope of Impact - Multi-state Integrated Research and Extension (NE, CO, WY)
- h) Funding:
 - NU Cooperative Extension
 - NU Agricultural Research Division
 - Hatch Act
 - Western Sugar Co. Grower Joint Research Committee
 - Western Sugar Co.
 - Holly Sugar Co. Grower Research Committee
 - Holly Sugar Co.

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 , 2 & 3)

- e) Cattle production is big business in Nebraska. Wise ranch management is critical to improving the profitability and sustainability of the Beef State's cow-calf producers.

University of Nebraska Cooperative Extension's Ranch Practicum offers ranchers hands-on experience in integrated cattle, forage and economic management. Ranchers, veterinarians, nutritionists, conservationists and educators from Nebraska and other states participate in the practicum taught by extension educators and specialists from June to January. They spend two days in a classroom at North Platte and five days performing field laboratory activities at NU's Gudmundsen Sandhills Laboratory near Whitman. At home, they practice solving practical problems such as calculating stocking rates for pastures.

- f) Impact - In 2000 alone, participating producers, who in total manage about 1.5 million acres of land and about 131,000 head of cattle, estimate the practicum's average value of knowledge gained at \$34 per head. This would indicate a potential benefit of \$35,313 per participating rancher. More than 80 percent of participants surveyed said they expect the practicum to improve their operations' sustainability.

A retired veterinarian, who now manages her family's ranch, called the practicum "invaluable" because producers on their own can't afford to experiment with new ways to cut costs. A young couple said they learned something every time they attended a session and added, "everybody who ranches should take it."

- g) Scope of Impact - State Specific
- h) Funding:

NU Cooperative Extension
Financial institutions
User fees

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1, 2 & 3)

- e) To succeed in today's challenging agricultural economy, producers need to take advantage of opportunities to sharpen their skills and be able to spot marketing opportunities. University of Nebraska Cooperative Extension teamed with agribusinesses to develop the Farmers and Ranchers College, a series of four marketing workshops in 2001 and 2002 in south central Nebraska. The college brings experts to address local needs and gives producers the latest tools to make well-balanced decisions based on facts. Topics include grain contracting, meeting the market demand for cattle and risk-assessed marketing using crop insurance. More than 400 people turned out for the first series of four workshops, some of which had standing room only.
- f) Impact - Participants estimate the average value of the workshops at 6 cents per bushel for corn and \$19 per head for cattle, a follow-up survey found. That adds up to more than \$1.9 million in added value based on 27 million bushels of corn and 15,000 head of cattle produced by participating operators. One young couple said information gained at the college enabled them to keep farming in 2001.
- g) Scope of Impact - State Specific
- h) Funding:
NU Cooperative Extension
Agribusinesses

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- e) The 4-state TIPS (Techniques to Improve Profitability Seminar) was held in South Sioux City, NE on Sept 6-7, 2001. Co-sponsors were the Cooperative Extension Services of Iowa, Nebraska, Minnesota and South Dakota. Unlike previous TIPS conferences, this conference was designed to have hands-on educational sessions with educational experiences for both the decision makers in all phases of production and the employees in farrowing facilities.

The hands-on for employees included examination of the farrowing environment and farrowing event,

including plywood models of a sow pelvis so participants could practice various techniques in assisting a sow having difficulty farrowing. It also included the dissection of a pregnant sow's reproductive tract and a discussion session on management strategies to increase gilt retention.

The decision makers hands-on sessions included carcass evaluation and use of new technologies to alter carcass composition and a computer laboratory with 20 stations where decision making software programs written by specialists in the participating states were sampled. The decision makers session ended with a discussion of dietary phosphorus management with the goal being to minimize the environmental consequences of land applied manure.

The general session at the conclusion of the 2-day meeting included a look at the consequences of hoof and mouth disease, and an examination of McDonald's and other fast food franchises expectations of animal welfare applications by their suppliers of animal protein products.

- f) Impact - Forty of the 78 persons attending returned an exit survey. Thirty seven of the forty surveys returned indicated that this event would be recommended to other producers and employees. Thirty of the 40 returned surveys rated the program as excellent or superior while 9 rated the program as good.

As a result of attending this program, survey respondents indicated they would use the information gained to change how they rear replacement gilts, alter diets for improved environmental responsibility, try new products with a plan for implementation and decision making as a result of the trial, change record keeping procedures and use the information to educate coworkers. They also indicated an increased awareness of pending animal welfare activities by pork processors as a result of consumer activism.

- g) Scope of Impact - Multi-state Extension

- h) Funding:
NU Cooperative Extension

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- e) The Soybean Management Field Days (SMFD) provide producers with new knowledge, ideas and tips to help them meet the challenge of today's market, grow a high quality crop at maximum efficiency, and achieve greater profit. The SMFD helps soybean growers find the information they need to make smart decisions. Program topics in 2000 were Weed Management Technology, Harvest Management, Enhancing Soybean Value, and Disease and Soil Fertility Management. The four field presentations in 2001 were Global Economy, Precision Technology, Soybean Weed Control, and Soybean Production. Each of the presentations is made as an interactive learning activity.
- f) Impact - The SMFDs in August of 2000 were held at on-farm locations near Cozad, York, Beatrice, and Norfolk. The 2001 sites were near Mead, Norfolk, Ord, and Minden. The 543 participants in 2000 were primarily soybean growers with other attendees from agribusiness and crop consulting firms. The total acreage impacted by participants in 2000 was approximately 543,000 acres and

approximately 265,000 acres in 2001. Participants estimated the value of knowledge gained and/or anticipated changes at an average of \$11.31 per acre in 2000 and \$7.10 per acre in 2001. The total estimated value, if the knowledge and practices were actually implemented by the 90% and 91% that said they would "definitely" or "probably" make changes (assuming the estimated value and the percent making changes is applied to the total acreage) on all the impacted acres, would have been approximately \$5.5 million and \$1.7 million in 2000 and 2001, respectively.

The evaluation survey in 2000 indicated that 88% of the respondents were "very satisfied" with SMFD. In 2001, 83% of the respondents were "very satisfied," 72% rated the program "above average" compared to other programs.

Examples of participant feedback included statements such as:

"(I am) better informed and better equipped to make more profitable decisions."

"(I plan to) change focus from increasing yield to most yield for cost."

g) Scope of Impact - State Specific

h) Funding:

NU Cooperative Extension

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- e) The goal of the 2001 Integrated Crop Management Winter Programs was to deliver relevant, in-depth educational programs in Crop Production, Pest Management, Soil & Water Management, and the Soil Fertility Competency areas for Nebraska's agribusiness professionals. Six one-day workshops were held at educational centers in four Nebraska locations: Mead, Grand Island, Lincoln and Norfolk. Topics included Soil Fertility, Weed Identification, Identification of Insects in Nebraska Crops, Integrated Weed Management, Crop Scout Training for Pest Managers and Private Industry Training. Participants discovered ways to increase profits, to better manage inputs, and how to use new technologies for more profit.
- f) Impact - The program attracted 135 private industry agribusiness professionals and area farmers from 37 Nebraska counties and four surrounding states. 67% of the participants were "very satisfied" with the programs. 63% of the participants indicated they probably or definitely would make changes in their business/operation based on what they learned. 91% of the participants would probably or definitely recommend the programs to others.

Conservatively, the clinics influenced crop management on 1.8 million acres of cropland, impacting 17% of Nebraska's row crop acres. Participants indicated the average estimated value of knowledge gained and/or anticipated practice changes at \$5.67 per acre.

Two participants summed up their experience by stating "this program will allow me to do a better job of observing my fields and discussing problems with professionals" and "I gained much valuable knowledge that I can use immediately to add value to our farmers."

g) Scope of Impact - State Specific

h) Funding:
NU Cooperative Extension

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- e) The 2000 and 2001 Crop Management Diagnostic Clinics (CMDC) provided intensive training for agribusiness professionals and crop producers to aid them in increasing the use of field-specific crop production and management practices. Participants received hands-on experience or field demonstrations in small groups to encourage interaction between the presenters and participants. The clinics were held for the public and private agribusiness organizations at the University of Nebraska Agricultural Research and Development Center near Mead. Included in 2000 was a Field Scout Training Clinic for Interns and a Precision Farming Management and Technologies Clinic. Clinic topics in 2001 included Tillage Options and Soil Properties, Early Season Insect Pests, Early Season Diseases of Field Crops, Starter Fertilizer and In-Season Nitrogen Management, Corn Diversity and Uniformity, Weeds Management, and Tillage, Residue, and Erosion.
- f) Impact - In 2000, the clinics had 450 participants from five states and 61 Nebraska counties with 67% representing private business and 17% being farm operators. In 2001 there were 540 participants from five states and 55 Nebraska counties with 69% from private business and 18% being farm operators. The 2000 clinics influenced crop management on at least 6.2 million acres of cropland; conservatively, this represents 28% of Nebraska's row crop acres. Participants estimated the value of participating in the clinic equaled \$6.13 per acre. Sixty-five percent of the 2000 participants stated they probably would make changes to their business/operation based on what they learned at the CMDC clinics. If these participants adopted the changes, equated with 65% of the acreage and the estimated value, the total value of the 2000 clinics could reach as high as \$24.7 million dollars. The 2001 clinic participants indicated that they impacted the management of at least 5.1 million acres or an estimated 23% of Nebraska's row crop acres and 70% indicated they would potentially make changes. In 2001, the estimated value of the knowledge gained and/or anticipated practices changes was \$5.54 per acre; if these changes were implemented on 70% of the acreage, the estimated total value of the program could reach \$19.8 million dollars.

Seventy-five percent of the 2001 participants rated the program "above average" compared with other educational opportunities available. Specific feedback from participants included:

- "Great fundamentals to pass on to our customers and better serve them with sharper diagnostic skills."
- "The clinics will be helpful in making recommendations to farmers and for positioning our business for the future."
- "... a good overview of scouting techniques."

c) Scope of Impact - State Specific

d) Funding:

Key Theme - Agricultural Profitability

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- e) The sugarbeet industry has been a significant player in the irrigated cropping system of Western Nebraska for nearly a century. Over the past several years, the industry has faced numerous challenges in Nebraska, nationwide, and throughout the world. The local challenges include declining yields, increasing production costs, and low sugar prices resulting from excess world supplies.

Western Sugar Company has been the processor of sugar in western Nebraska since 1984. In the summer of 2000, the parent company of Western Sugar, Tate and Lyle, began exploring opportunities to sell the six factories in Western Sugar including the two in Nebraska. This company plays a major role in the economy of western Nebraska, especially in Morrill, Box Butte, and Scotts Bluff counties. There was interest among some growers in forming a producer owned cooperative to buy-out Western Sugar.

We analyzed the most recent 18 years of production history (yield and sugar content), production cost, and grower price data to determine the comparative advantage of the different sugarbeet production areas throughout the U.S. The results showed that Nebraska is one of the higher cost and lower production areas within the sugarbeet production areas of the U.S. Many of our smaller growers are simply not competitive. However, we found that some of our larger growers, or small growers who were sharing equipment or using custom operators, were competitive. Furthermore, the downward yield trends had turned positive for the past two years. Results of this study in conjunction with additional information on world and domestic supply and demand of sugar and on domestic sugar policy were presented to sugarbeet research and extension personnel at the Panhandle Research and Extension Center, to Western Sugar personnel, and to area economic development groups. The information was also distributed to interested growers through a special newspaper insert.

- b) Impact - Growers were able to make an informed decision about joining the sugarbeet grower cooperative. The grower cooperative has moved forward with plans to purchase Western Sugar with an expected closing date in early 2002. However, there are nearly 20,000 acres fewer than initially expected by the cooperative from growers who recognized that sugarbeets were not profitable on their farms. Area businesses also recognized the importance of the sugarbeet industry and the need to assist local growers to regain a competitive position. Sugarbeet growers in Colorado, Montana, and Wyoming have also requested the information to help them analyze their own operation and USDA personnel in Washington D.C. have used the information in some of their models. One of the local bankers stated: "this is exactly the type of information that we need to be able to support this industry in Western Nebraska."
- c) Scope of Impact - Multi-state Extension (NE, CO, MT, WY)
- d) Funding:
NU Cooperative Extension

Key Theme - Diversified/Alternative Agriculture

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) Farmers, agribusiness people and ag scientists alike are always looking for potential new crops to diversity cropping options and perhaps boost a region's economy. It's a long shot. Identifying promising crops isn't enough for success. There also must be a market.

Since 1995, University of Nebraska Institute of Agriculture and Natural Resources researchers and extension specialists have studied chicory's potential as a new crop for the Panhandle. Chicory is grown widely in Europe but not in the United States. NU researchers determined how best to plant, tend and harvest this root crop and showed chicory could be profitably grown in the region. The IANR team worked with area farmers and businesses to help establish a fledgling chicory industry.

- b) Impact - In 2001, 950 acres of chicory grown by four farmers and IANR researchers were harvested and processed for use in pet food at a new, privately owned plant at Scottsbluff. The \$2 million U.S. Chicory plant employed 25-30 people when it opened in fall 2001 as the nation's only chicory processing plant. Employment is expected to grow to 50 to 75 people when the plant reaches capacity within four years. Panhandle chicory production is expected to increase to 5,000 acres by 2003, with the potential for 10,000 acres by 2005. Yields average 19 tons of root per acre and bring about \$55 per ton. If 10,000 acres were planted, growers would gross about \$10 million.

- c) Scope of Impact - State Specific

- d) Funding:
 - NU Agricultural Research Division
 - NU Cooperative Extension
 - Hatch Act
 - Nestle Corp.
 - U.S. Chicory

Key Theme - Home Lawn and Gardening

(refers to Plan of Work Goal 1, Output Indicator's 1 & 3, and Outcome Indicator's 1 & 2)

- a) No doubt about it, Nebraskans enjoy a well-kept yard. Rural and urban gardeners alike need a place to turn for objective advice on their yard and garden questions.

A Nebraska mainstay for yard and garden information is the Backyard Farmer television program. This live call-in show features a panel of University of Nebraska Cooperative Extension specialists and guest experts who answer all sorts of gardening questions, inspect viewer samples and offer educational segments. The show is a perennial favorite on the Nebraska Educational Television Network where it has been broadcast each summer since 1953, making it one of the longest-running gardening shows in the nation, if not the longest. Today's Backyard Farmer is supplemented by a Web site that video streams and archives the weekly programs and links to gardening publications, news releases and specific questions.

- b) Impact - A recent survey showed people in an estimated 58,000 households watch Backyard Farmer every week or every other week. Of regular viewers, 97 percent said the program provided

recommendations and advice applicable to their lawns and gardens; 83 percent said they changed gardening practices or sought additional information because of the show.

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension
Nebraska Educational Television Network

Key Theme - Plant Production Efficiency

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) For farmers, nothing beats seeing results of on-farm research conducted in nearby fields. This sort of real-world assessment gives farmers a chance to compare information and improve production decisions.

Since 1998, University of Nebraska Cooperative Extension educators in four south central Nebraska counties have teamed with about 20 area farmers and extension specialists to conduct on-farm research and summarize results. Replicating trials at many sites strengthens the results. Each year's study topics are based on producer needs and questions. Trials have included planting populations for corn and soybeans, planting dates, speed of planting, pollen drift, insecticide treatments and more. Farmers and extension staff meet to network and discuss findings. The project uses yield monitors, weigh wagons and other technology to gather data.

- b) Impact - The Quad-County On-Farm Research Trials provide local, unbiased research information on issues farmers deem important and allow NU research findings to be tested locally. Participants say this information helps reinforce or improve their production practices. One cooperator said: "With this group of producers, I trust the data." Another said: "I've learned to be a better manager as a result of participating."
- c) Scope of Impact - State Specific

- d) Funding:
NU Cooperative Extension

Key Theme - Plant Production Efficiency

(refers to Plan of Work Goal 1, Output Indicator's 1 & 2, and Outcome Indicator's 1, 2 & 3)

- a) Crop conditions vary widely within Nebraska over a growing season, and may also vary greatly from year to year. Crop producers and agribusiness personnel who provide advice to producers need current information on crop, pest, and weather conditions to make timely appropriate crop production and pest management decisions. Nebraska Cooperative Extension faculty share timely crop production and pest management information with farmers and agribusiness representatives throughout the production season via Crop Watch newsletter. The newsletter is produced 26 times from March-November and is distributed in print and on the web to subscribers.

Each year the newsletter features more than 250 stories on a variety of subjects focusing on timely issues, "hot topics", changing regulations and occasionally, changes in government programs. Stories

cover scouting and pest reports, treatment recommendations, agronomic recommendations related to production including fertility, variety selection, best management practices, environmental/climate issues; tillage and equipment. Many stories also reference other UNL resources on the topic for further information.

The web edition includes everything in the print edition plus: color photos and diagrams; daily growing degree-day, evapotranspiration, and precipitation updates for 17 sites across the state; links to agricultural market reports, web sites, and specific Extension publications expanding on the newsletter topic; additional agricultural news stories; and an events calendar. The web edition is searchable and indexed and newsletter issues are archived from year to year.

In 2000 we had 467 paid print subscriptions and more than 100 paid web subscriptions; in 2001 we had 494 paid print subscriptions and the web version was available free. Web use in July 2001, during the heart of the production season, ranged from 207 to 1142 accesses in a single day. During the month, 3,237 unique sites were served with 17,366 overall accesses; 79% were from .net, .com or unknown sites with about 14% from .edu sites which would indicate it's being read primarily by a public audience.

Contributing authors include faculty from the Departments of Agronomy & Horticulture, Entomology, Plant Pathology, Biological Systems Engineering, Agricultural Economics, School of Natural Resources, and UNL Extension Educators from across the state, with Lisa Jasa (CIT) as editor.

- b) **Impact:** - 2000 survey results. Of those responding to the survey of the print (mail) edition of Crop Watch, 96% said they had changed a practice because of information in Crop Watch. Of the web respondents, 70% said they had changed a practice (The audience for the web version includes proportionately more people who may not be directly involved in farming or providing advice to farmers). Overall, 83% of those responding to the question said they had changed a practice because of information in Crop Watch. Of those indicating an area of change, most changes were in pesticide selection and timing, use of rotation, and weed, insect, and disease scouting. We also asked if they would estimate the dollar value of their savings, and some did. Amounts ranged from \$1 per 5,000 acres (\$5,000) to \$10 on 10,000 acres (\$100,000) and \$15 on 1,400 acres (\$21,000).

2001 survey results. Of those responding, 90% said they had changed a practice because of information in Crop Watch. Another 3% said they hadn't made a change this year but planned to in the future due to information in Crop Watch. Thus, 93% have or are planning to change a pest management or crop production practice because of information in Crop Watch. The areas of changes were similar to those in 2000. Generally the values of change was estimated to be from \$2 to \$15 an acre. Totals per response ranged to from fairly small amounts to over \$100,000.

Timeliness of information is one of the key points mentioned over and over again as to why readers value the newsletter. This year (2001) someone also mentioned the benefit of having information and thresholds for more uncommon insects (and one would assume diseases) when they develop unexpectedly. The fact that it provides "non-biased" factual information is also often cited as important.

Comments from subscribers about what is most valuable about the newsletter:

- "Our organization, Nebraska Independent Crop Consultant Association, has approval from our board of directors to donate \$250.00 to the Crop Watch program, specifically the internet

program.... Keep up the excellent work! Crop Watch is an important source of information for many of our members."

- "Up to date information that relates to my farm, both in practice and by location."
- Timely updates on pest management, long-term study information on management systems, I also use the weather data extensively."
- "It changes each week and it updates, some of the problems that are a problem at the present time out in the fields."
- "It reminds you about what is going on and what is coming up. Timely articles about making decisions on what to do about such things as soybean inoculation, pests of all kinds, etc."
- "The timeliness of topics and how they deal with field conditions at that point in time. This then leads to what can be done to correct problems if possible."
- "Timely scouting tips and new innovations in fertilizer and herbicide use."

c) Scope of Impact - State Specific

d) Funding:
NU Cooperative Extension

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

Overview:

Nebraskans are concerned about food safety. Food borne illness outbreaks in Nebraska have brought this to the forefront for consumers, food processors, retailers, and farmers/ranchers. Nebraska during the past few years has seen illness and hospitalization of individuals, the closing of a meat packing plant, restaurants sued as a result of breakdowns in the food safety chain.

- c) More than 6000 food managers/food handlers have been trained in ServSafe by more than 30 Extension staff trained in food safety in the past six years. Over 4600 Nebraskans have participated in educational activities with a project that targets consumers. A three-day training on HACCP was delivered to meat and food processors. Cooperative Extension conducted a series of Pork Quality Assurance (PQA) Level III educational seminars attended by Nebraska pork producers. A PQA educational video was developed and broadcast to several downlink sites with participants in Nebraska and South Dakota.

- d) Erika Tondsfelt, Nutrition Assistant and Carmen Raber, Nutrition Advisor taught the first Food Handlers Class in Spanish at the Douglas County Extension office on April 30, 2001. Erika and Carmen are bilingual and taught the entire program in Spanish. A second Food Handlers Class in Spanish was held on August 2, 2001 and was taught by Carmen. It is a four-hour course free of charge that consists of reviewing a food safety manual and viewing videos. All of which are in Spanish. At the end of the course an optional exam is given. If the participants pass the exam they receive a Food Handler Certificate issued by the Douglas County Health Department. Twenty-four participants were in attendance for the first Food Handlers Class. The participants were employees of Omaha's fast food chains, restaurants, and grocery stores. Out of the twenty-four participants sixteen took the exam and eleven passed. Twenty-eight participants attended the second class. Of the twenty-eight participants twenty-seven took the exam and eighteen passed. The growing interest about food safety among the Spanish-speaking food service employees is exciting. Many participants expressed gratitude for the free program and encouraged Erika and Carmen to continue offering the class. One participant commented that they would encourage others to participate in this class. Another participant stated that this class brought things to his attention that he had never thought of before. This program has and will continue to increase the food safety knowledge of this Spanish speaking communities. The knowledge they gain from this program is likely to be passed on to family members and friends. Resulting in increased food safety in this community's food service operations and in homes. A third Spanish Food Safety Course will be offered in the near future.

- c, d) The faculty of Nebraska Cooperative Extension are committed to a food safety program that meets the needs of residents of the state. Their commitment, and rewards of their commitments, are evident in the decreased incidences of food borne illness and the compliments they receive from partnering entities. One Department of Agriculture food inspector credits the ServSafe program with improved ratings of food establishments checked.

e) **Total Expenditures and Full-time Equivalent(FTE):**

FFY2000	Federal*	State	Local	Other	Total
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Funding:	\$ 124,572	\$ 539,629	\$ 175,502	\$ 272,679		\$ 1,112,382
FTE**:						11

*FY2000-2001 Federal Formula Funds only (includes 3b & 3c)

** Includes both professional and para-professional funded from all sources

Key Theme - Food Safety

(refers to Plan of Work Goal 2, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) The ServSafe food safety program began in the tri-cities area (Grand Island, Hastings, Kearney) in 1996. Since that time two hundred ninety-two people have completed the course and two hundred eighty or 96% have passed the requirements for certification by the National Restaurant Association. Participants have included food service managers and workers from restaurants, supermarkets, hospitals, schools, nursing homes and catering services. ServSafe is now recognized as a highly credible program and participation is on the increase. In 1996 and 1997, six workshops were given for 88 participants. In 1999 and 2000, 126 persons attended ten workshops. Three of these sessions were given by request of food service establishments.
- b) Impact - Information gathered on evaluations from recent ServSafe participants indicates a higher level of understanding of food safety principles and a desire to implement more advanced techniques. During the early years of the program, the most frequent comments made for using the information were to monitor temperatures and stress hand washing. Recent evaluations indicated a desire to use temperature logs, implement the HACCP (Hazard Analysis Critical Control Point) program and provide better equipment to make it easier for workers to use proper food safety principles.

Not only has the ServSafe program expanded in numbers and outcomes, but it has directly resulted in the implementation of two additional programs—HACCP and Food Safety for the Occasional Quantity Cook. Four extension educators from the South Central District were trained in HACCP by the state food safety specialist. The team worked with the specialist to present three HACCP workshops. The first workshop was a pilot program utilizing food service managers from a franchisee restaurant trained in ServSafe by team members. Two additional workshops were at sites in central and eastern Nebraska. About 40 food inspectors, dietitians and extension educators attended the sessions.

Food Safety for the Occasional Quantity Cook was developed in 1997 because of a comment by a ServSafe participant that indicated a lack of food safety programs for volunteers. The course was redesigned in 1998 and formulated into a package program. This curriculum package received the top team award from the National Association of Family and Consumer Sciences in 1999. The program was reprinted in 1999 and 15 copies are now being used across Nebraska and in two other states. More than 170 people from eight Central Nebraska counties having completed the training.

The above programs have been presented by a four member team from the South Central District. The ServSafe course also include extension pesticide specialists, local health department inspectors, and sanitarians from the State Department of Agriculture.

- c) Scope of Impact - State Specific
- d) Funding:

Key Theme - Food Safety

(refers to Plan of Work Goal 2, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) Ninety percent of youth work in food service for their first job. To assist youth, a skills training workshop was designed for Lancaster County 4-H food booth workers. The training included: basic food safety, customer service and handling money. Over 275 people have participated in this yearly training since it began in 1996.
- b) Impact - A post-evaluation has indicated that youth participating in county fair 4-H food booth training have gained in food safety knowledge. Before the training, only 30% felt they knew "lots" about food safety and 58% felt they knew only "some". After training, 80% felt they knew "lots". While 12% felt they knew "not much" before training, no youth reported in this category after training.

One of the trainers, Dr. Fayrene Hamouz, UNL Dept. of Nutritional Science and Dietetics, also provided overall supervision for the food booths when this training program was initiated. Several applications of the practices taught in class were observed. Prior to the training, youth used about one gallon of soap for hand washing in past years. After training, youth used three gallons! Also, youth who participated in training followed appropriate clothing recommendations (clean T-shirts, cap for a head covering and closed toe, nonskid shoes).

As part of the training, a fact sheet on "Fair Food Booth Food Safety," was developed by Dr. Fayrene Hamouz and Alice Henneman, Extension Educator.

In addition to food safety skills, food service training also helps youth learn job skills, such as customer relations, that are valuable when applying for other types of work.

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Food Safety

(refers to Plan of Work Goal 2, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) The ServSafe program was implemented in Douglas/Sarpy county, in coordination with the University of Nebraska-Lincoln and the Douglas County Health Department in 1997.
- b) Impact - One hundred participants have taken the ServSafe certification test in the past year in Douglas/Sarpy county. Ninety-eight percent of these individuals passed the certification test. A survey of the past years participants showed that 100% felt they were better able to provide food safety training to their staff after attending ServSafe. Increased hand washing and more frequent use of thermometers by staff were two large areas of improvement at most facilities after ServSafe training. One manager stated that he learned why he needed to wash his hands more! Another stated that he and his staff were definitely more aware of sanitation and cross contamination, and how to

avoid problems with both. One manager felt the class was very instructional for a modest price. The Douglas County Health Department cooperatively helps teach this class. All of the surveyors for the Health department have been ServSafe certified through the extension office. One health inspector stated that restaurants who have had a manager attend ServSafe are more likely to be on top of sanitation and food safety before it becomes a problem.

What difference does this class make in Douglas/Sarpy county? We reached one hundred food service managers, who will train an average of 1000-2500 employees in food safety. These employees will serve food to an average of 100 customers per day, every day of the year. This class is providing education to keep 598,000 people in Douglas and Sarpy counties from getting a food borne illness after eating out.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Food Safety

(refers to Plan of Work Goal 2, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) The Centers for Disease Control and Prevention consider hand washing the single most effective means of preventing the spread of infection. Lancaster County Cooperative Extension teaches hand washing yearly through a variety of methods:
- 15 hand washing kits containing small ultraviolet lights and accompanying hand washing lesson materials have been developed and placed with Lincoln Public School (LPS) family and consumer science teachers (2 were donated, after which they requested our office to make an additional 13 kits they could purchase.)
 - A large ultraviolet light and accompanying hand washing lesson materials were placed on loan to LPS elementary schoolteachers through the LPS media center.
 - Providers' Network purchased 2 hand washing kits from our office to check out to home child care providers.
 - Two hand washing kits are available for checkout from our office to child care centers, nursing homes and other groups that want to teach hand washing.
 - The Nutrition Education Program Staff (NEP) teaches hand washing in targeted schools serving limited resource families and to youth groups in residential sites, rehabilitation centers and other sites serving those with limited resources.
- b) Impact - Through these activities, approximately 4,000 to 5,000 people are reached yearly with hand washing education. Some of the indicators of success include:
- A nurse, contacted 3 months after obtaining the hand washing kit from our office, noted less illness among the children in her school and felt it really made a difference.
 - A NEP staff member received this letter from a teacher whose class participated in a hand washing lesson: *"Thanks so much for your clean hands presentation. You always do such a wonderful job. On Tuesday, students were washing their hands and singing the alphabet (Note: students are taught that they should wash their hands the length of time it takes to sing the alphabet song.) One of the students was absent because he was sick and a student said,*

'He must not have washed his hands very good.' They learned a lot from you.'

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Food Safety

(refers to Plan of Work Goal 2, Output Indicator 1, and Outcome Indicator's 2 & 4)

- a) With nearly half of all meals in the United States eaten away from home, it's important food-service handlers know the facts about preventing food-borne illness. Food-borne illness effects can range from "mild stomach discomfort or what people may term the flu all the way to death," so prevention is vital. ServSafe provides prevention facts. NU Cooperative Extension cooperates with the Nebraska Restaurant Association to teach ServSafe, the industry standard in food safety training. It's an inexpensive, 16-hour safe food handling workshop for restaurants, schools, hospitals, institutions and catering services. All establishments are selling safe food, otherwise they wouldn't be in business. The course provides managers with more information to understand why the food regulations are what they are. They go back with a greater understanding of what they're required to do. Beginning in 1994, Julie Albrecht, UN food safety specialist, taught teams of 24 extension educators with food safety/pest management expertise to train restaurant managers. She said an estimated 6,000 managers have taken ServSafe training since it began in Nebraska, adding each takes the information back to an average of 15 other employees. ServSafe emphasizes proper cooking temperatures, cooling techniques and effective hand washing—three major causes of food-borne illness—as well as current sanitation procedures, proper thawing and more.
- b) Steve Boyer, a certified ServSafe trainer, is vice president of human resources for Wild West Inc., which does business at Whiskey Creek Steakhouses. Boyer took ServSafe training from Cooperative Extension in Hall County in late 1999. "We can't say enough about the program," Boyer said, adding it has all the pertinent information to help restaurants operate safely. The training "opened the eyes of a lot of our managers." For example, the restaurant logs food temperatures every two hours to ensure food safety, and stresses ways to avoid cross-contamination, especially for line cooks wearing gloves, Boyer said. He added he believes food safety training is so important it should be mandatory. Carol Schwarz, NU extension educator in Buffalo County and a ServSafe instructor, said ServSafe helps managers focus on illness-causing bacteria and how they are transmitted. Proper time and temperature required for safe food heating and cooling are easy to regulate if people understand why they're necessary, Schwarz said, adding, "we can't control some things, but these we can control." To help people better understand food temperature management, Schwarz chills a large kettle of thickened water, similar inconsistency to cream-based soup, in different ways. She said workshop participants are surprised at how long it takes the "soup" to chill, even using walk in coolers. Although it seems some managers initially would rather not take the time to attend ServSafe, "by the time we're done, they'll say 'we're glad we came,'" Schwarz said.

- c) Scope of Impact - State Specific
- d) Funding:

NU Cooperative Extension

Goal 3: A Healthy Well-Nourished Population

Overview:

- a) Helping Nebraskans make informed healthy lifestyle choices leading to an improved quality of life is a role for Cooperative Extension programming. Opportunities for individuals and communities to determine how they might maintain access to care and stabilize health costs is important to the viability of rural Nebraska. What follows is a collage of program reports illustrating Cooperative Extension's work to help Nebraskans build healthy lifestyles. Some of Nebraska's most needy participate in Nutrition Education Programs led by Cooperative Extension. Temporary Assistance to Needy Families (TANF) and Employment First Programs (welfare to work) programs look to the Nutrition Education Program (NEP) to help insure that their clients know how to eat a healthy well nourished diet, even if limited dollars are available for food. The belief is that individuals are less likely to be ill if they are eating a healthy diet. A research study recently completed shows that \$8 health care dollars are saved for each dollar put into the Nutrition Education Program. This past year 3,443 families (13,693 individuals) participated in the NEP program. Additionally 2,401 youth participated in a TEAM Nutrition program to learn to eat a well balanced meal.

One hundred twenty-five hispanic families attended a Hispanic Health Fair co-sponsored by Cooperative Extension, which featured educational program presented in Spanish on Baby Bottle syndrome and Diabetes. Diabetes screenings were conducted on 134 people with three referrals. Twenty-five children were screened for lead poisoning and 57 children received a free dental screening focusing on baby bottle syndrome.

- b) Evaluating entry versus exit results by using 24-hour recalls and questions from a behavior checklist on 826 graduates from EFNEP several positive outcomes can be observed. In the area of food resource management 47% of the graduates more often planned meals in advance, 35% more often compared prices when shopping, 40% less often ran out of food before the end of the month, and 37% more often used a list for grocery shopping. In the area of nutrition practices: 37% more often thought about healthy food choices when deciding what to feed their families, 36% more often prepared foods without adding salt, 47% more often used the "Nutrition Facts" on food labels to make food choices and 22% reported that their children ate breakfast more often. When reviewing their 24-hour recalls the graduate's nutrient adequacy ratio improve for all nutrients such as protein, iron, calcium, Vitamin A, Vitamin C, and Vitamin B-6. The most significant improved intake was for Vitamin A (entry score .56, exit score .68). Eighty percent of the graduates improved in one or more food resource management practice, 81% improved in one or more nutrition practice and 59% improved in one or more food safety practice.
- c) Youth programming also demonstrated an impact. Of the 2,401 youth participants, 1,170 improved in the area of eating a variety of foods and the importance of good nutrition, and 244 improved in their ability to select low cost and nutritious foods and improved in their food preparation/food safety skills.

A sample of some of our Food Stamp Nutrition Educator success stories are as follows:

- One of my new families came from Kenya, Africa. The mother speaks very little English. They have been here about a year. I met them at the grocery store to teach the mother how to purchase groceries in the US. Most of their meals have come from McDonalds and Burger King. They have five children ranging from pre-school to 10th grade. Her daughter helped make a grocery list. I

took her down the aisle and showed her the different types of cereals. She selected oatmeal and cream of wheat and some cold cereals. I showed her that it was most cost effective to buy it in the big container rather than the individual packets. I showed them that they can add their own toppings. She didn't know how to prepare oatmeal so I showed her how. Her husband really liked it. We also made lasagna together. It was the first time she'd ever used cottage cheese. I also told her that she could use the leftover cottage cheese with fruit. Her family really liked the lasagna. We also made hamburger casserole from scratch. This is much cheaper than purchasing the box mix. Since she's cooking for a family of seven, she would need two packages. She also wanted to make corn bread from scratch. She didn't realize that baking soda and baking powder is different. I also showed her how she can make her own dressing for salad out of vinegar, oil and herbs. This also saved her money. She used to let chicken set out on the counter to thaw. She now puts it on the bottom shelf in the refrigerator to thaw. So far, I have taught her the milk, bread, meat, vegetable and fruit lessons. She's also learned about food safety, shopping, and food preparation. This really has helped her buy more nutritious meals with her food stamps. I plan to graduate her next month.

- My Supervisor, Mae Williams, informed me that she had a real challenge for me. A young man called the office after reading one of our EFNEP fliers. He stressed to Mae that it was very important for him to change his lifestyle and he wanted to enroll in our classes and receive a certificate. The topics on the flier were just what he needed to learn. Mae informed the young man that we no longer teach classes in the homes, so he agreed that I would give the lessons at the Urban League Resource Center. I was informed at our first meeting that M.H. was an ex-gang member and had been shot seven times. His mother died when he was 13 years old. His grandparents raised him and his two brothers. His grandmother instilled a lot of good qualities in him. He was a very well mannered young man. His grandmother died two years ago. M.H. is now 30 and has two sons and a daughter. M.H. is changing his lifestyle, but he wished he had changed before his grandmother had died, she would have been very proud of him. He said he would like to be part of his children's lives (joint custody). He took the EFNEP classes and was serious about all nine of the lessons. He was always 10 to 15 minutes early. M.H. completed EFNEP lessons in one month. The last lesson was food preparation and I could tell that his grandmother had taught him how to cook some foods, but she did not teach him how to measure, so we did a measuring lesson. M.H. learned how to cook a casserole (one-pan-dandy).

Quotes from M.H.

"I learned to drink more water, and eat more vegetables and fruits."

"I learned what vegetables do for the body."

"I learned about serving sizes."

"I learned how to use measuring cups."

"I learned how to read and follow a recipe."

He was so proud of his certificate, but he was ecstatic about his cookbook. It was a very rewarding experience for me, to work with a young man that was willing to learn and make changes. M.H. is now signed up for parenting classes. I believe he will do well and I hope that he can get to know his children.

- The Crisis Center youth group participates each month in a NEP lesson and food preparation activity. An average of about 20 youth ages 4-15 meet together for the NEP program. A majority of these youth are lacking in food preparation skills and have a limited knowledge of basic nutrition. Following the December lesson on fat in fast foods, 19 of the 20 youth named one piece of healthy

advice they would tell someone who eats out a lot. Also, each youth helped prepare a quick and healthy snack. They practiced skills such as stirring and cutting with a plastic knife.

- a) Cooperative Extension is pleased with the focus of health related programs in Nebraska. The programs represent efforts at the individual, family focused level of education as well as at the community level. Examples above of programs, their outcomes and impacts represent both ends of this continuum of family to community.

e) Total Expenditures and Full-time Equivalent(FTE):

FFY2000	Federal*	State	Local	Other	Total
Funding:	\$ 539,811	\$2,338,394	\$760,507	\$1,181,609	\$4,820,321
FTE**:					38

*FY2000-2001 Federal Formula Funds only (includes 3b & 3c)

** Includes both professional and para-professional funded from all sources

Key Theme - Health Care

(refers to Plan of Work Goal 3, Output Indicator's 5,6 & 7, and Outcome Indicator's 5 & 6)

- a) The focus on managed care was dropped from the Health Care In Transition action plan upon advice from our Stakeholder meeting. The basis for the decision is that no managed care entities exist in Nebraska at the present time. Medicare is delivered via a preferred provider product. Medicaid is not managed care as in other states due to our geographical situation and failure of providers to buy into the program.
- b) Impact - A community lesson, *Telemedicine: The Future is Here*, has been developed and is available for use in 2002. Evaluation data will be reported on the 2004 report as data is accumulated in for approximately six months after the lesson is offered.

Testimony was provided in August 2000 relative to the Insurance Purchasing Group project conducted by Cooperative Extension and its partners. Following this Unicameral hearing, new legislation was passed in the 2001 Unicameral session to expand the use of insurance purchasing groups to municipalities.

- c) Scope of Impact - State Specific

- d) Funding:
UN Cooperative Extension

Key Theme - Health Care

(refers to Plan of Work Goal 3, Output Indicator 5 and Outcome Indicator 5)

- a) The Nebraska Health Policy Institute (NRHI) was planned and implemented in southeast Nebraska. Partners included the Office of Rural Health, the Nebraska Rural Health Association, and the

Nebraska Community Foundation. Counties participating included Richardson, Otoe, Pawnee, Johnson, and Nemaha. Eight sessions were held between January and October 2001. Average attendance for the first half of the Institute was approximately 32 per evening. Average attendance for the second half of the institute was approximately 18 per evening. As a result of this effort, word has spread. The NRHI has been requested for implementation in four counties including Franklin, Nuckolls, Webster, and Clay counties. Evaluation of non-attendees of the last session is currently underway. Extension's primary responsibilities are curriculum development, teaching some sessions, and assessment. Of those attending the last evening, outcomes can be described as:

- One person is interested in receiving emergency medical service training for purposes of being a "first responder."
- The group is being used as a pool for:
 - new board members at the Syracuse Community Hospital
 - new board members for a cross county department of health formation committee
- Participants were much more aware of where to find information relative to their health policy concerns.
- Participants expressed that their top concern was affordable health care coverage followed by availability of services, emergency medical services, and recruitment and retention of health care professionals.
- Participants were much more aware of health care assets than deficits.

b) Impact - Health Care In Transition team members are involved in local coalitions addressing preventive health as well as access issues.

- Carol Plate is active in the North Central Community Coalition. To date, this coalition has brought in close to \$1.2 million in grants. They have hired four full-time directors and assistants to implement a health program in area schools that had lost school nurses. Agencies and professions involved include hospitals, community action agencies, NE Health and Human Services, Rural Development, a dental technician, school superintendent, mental health agencies as well as Cooperative Extension. Their efforts serve 51,000 residents in 55 communities. With the passage of LB 692, the coalition is instrumental in forming a Public Health Department to serve their constituency. An EARS report has been submitted on the NCCCCP effort.
- Carol Schwarz is active in Buffalo County Community Health Partners. Their achievements relative to health care access in the last year include a free immunization clinic, community wide transportation, and an enhanced focus on their Hispanic population. Nine communities are served by this coalition.
- Eileen Krumbach is active in the health coalition in York, Nebraska. This group was instrumental in creating a local health department that regionalized this year. Its partners are now Polk, Seward, and Butler counties.

Number of individuals that have improved their personal medical record keeping.

- The Medical Record Privacy NebGuide that supported the medical record keeping effort has garnered multiple requests for information to the consumer health policy Extension specialist. Documentation indicates that the 16 requests have come from 9 of the United States and two International countries.

Improve consumer's satisfaction with communication with their health care provider.

- This concept was the focus of one NebFact publication. No evaluation was planned. However, it is believed that the request of the consumer health policy's expertise by a national

market research firm may be related to this publication.

- c) Scope of Impact - State Specific
- d) Funding
UN Cooperative Extension

Key Theme - Health Care

(refers to Plan of Work Goal 3, Output Indicator's 6 & 7 and Outcome Indicator's 6 & 7)

- a) To continue to meet needs in the area of understanding changes and to make more informed decisions, specific instruction has been developed. Web-based, non-credit instruction relative to long term care options was offered twice during fall 2001. Dr. Marlene Stum, Extension Specialist, University of Minnesota co-taught the discussion thread portion of the lesson. A web-based module on reading one's health insurance package will be piloted in May 2002. The University of Nebraska benefits office has agreed to serve as a reviewer of content for accuracy. Review will occur in February and will include family resource management colleagues in the western region of the United States.
- b) Impact - Number of individuals that have improved their comprehension of their own health care coverage as a result of educational programming.
 - The health insurance on-line, non-credit module is scheduled to be offered twice during 2002. The first offering is spring 2002; the second in the fall 2002 to precede the open enrollment period for University of Nebraska-Lincoln employees.

Improve consumer's ability to communicate with their insurance agent or benefits officer regarding health care coverage needs.

- Evaluation data for this indicator will be available following the spring 2002 implementation of the on-line, non-credit health insurance module.
- c) Scope of Impact - State Specific
 - d) Funding:
UN Cooperative Extension

Key Theme - Human Health

(refers to Plan of Work Goal 3, Output Indicator 2, and Outcome Indicator 2)

- a) 4,879 youth participated in health fairs, school enrichment activities, and school wide assemblies that discussed the dangers of smoke and smokeless tobacco. The Character Counts Curriculum was also used to reach the youth.
- b) Impact - Doing What Counts Curriculum, a Character Counts! Tobacco curriculum for teens has been piloted in five counties and will be used as 4-H curriculum as well as being the theme for the Discovery Center at the Nebraska State Fair.
 - 585 students filled out pledge sheets indicating they want to be tobacco free.

- 178 students took part in a skits and discussions about being tobacco free.
- 65 youth pledged to be tobacco free and also pledged to help younger students be tobacco free by putting on skits and creating other tobacco free activities.

c) Scope of Impact - State Specific

d) Funding:
UN Cooperative Extension

Key Theme - Human Health

(refers to Plan of Work Goal 3, Output Indicator 3, and Outcome Indicator 3)

- a) Fifty teachers and child care providers were taught how to properly apply sunscreen and use other methods to keep children out of the sun's harmful rays. Over 238 youth have been taught through camps and school enrichment how to properly apply sunscreen and when to wear protective articles of clothing to keep the sun's rays off the body.
- b) Impact - As a result of teaching a sun safety course to 238 students, there was a 138% increase in the number of correct answers on the post test. Students indicated an intention to improve behaviors and become more sun savvy. These behaviors included wearing a hat, wearing a long sleeve shirt, applying sunscreen and wearing sunglasses with UV protection.

c) Scope of Impact - State Specific

d) Funding:
UN Cooperative Extension

Key Theme - Human Health

(refers to Plan of Work Goal 3, Output Indicator 4, and Outcome Indicator 4)

- a) • Day camps and school programs planned by the University of Nebraska Cooperative Extension and Progressive Farmer reached 5083 youth in 2001.
- 250 adults and youth attended a "Farm Alarm" interactive play which addressed farm stress, farm safety and family relationships through a series of vignettes. Two families have sought counseling and help through mental health vouchers as a result of the program. Plans are progressing for offering the program at four sites in Nebraska in 2002.
- b) Impact -
- 32 youth were certified in the Hazardous Occupations Course or Hunter Education Course.
 - Evaluations after Farm Safety Day camps indicate that 40 percent of youth will use recommended farm safety practices by purchasing helmets, not wearing baggy clothing, staying away from PTO's and staying out of grain bins.
 - After one camp, 98% of the 327 youth attending said that they didn't realize how quickly they or other family members could be injured. They indicated they would try to correct hazardous situations.

c) Scope of Impact - State Specific

d) Funding:

UN Cooperative Extension

Key Theme - Human Nutrition

(refers to Plan of Work Goal 1, Output Indicator 1, and Outcome Indicator 1)

a) Since it began in 1969, EFNEP has reached more than 73,000 families. It helps them with learning how to feed their family healthy and nutritious food on a limited budget. A companion Food Stamp Nutrition Education Program (FSNEP) provides nutritional education to people receiving foodstamps. It is offered in 26 counties and has served more than 11,000 families since beginning in 1994. That program was one of three nation-wide to win an award for excellence in nutrition education from the USDA Food and Nutrition Service's foodstamp program. The goal is to help people stretch those foodstamp dollars. EFNEP and FSNEP lessons include basic nutrition, the food-guide pyramid, food preparation and safety, menu planning and grocery shopping.

We do see changes in the families that participate, adding there are improvements in the variety of healthy foods eaten, as well as changes in participants' shopping behavior and how they handle their resources. To identify clientele, extension partners with agencies such as the Nebraska Department of Health and Human Services (DHHS), Head Start, Catholic Social Services and the Women, Infants and Children program, as well as food banks and community centers. Administrator of food programs for DHHS, said "the state's partnership with the university provides education to 85 percent to 90 percent of the state's foodstamp recipients. It has taught them how to make the best use of their foodstamp money. You only get money for the bare necessities and you have to have some skill in how to spend that money. We've had a lot of good reports. Nutrition programs are important in today's society because often people haven't learned proper nutrition. Plus, easy availability of convenience food does little to promote nutrition. It's a societal thing. We don't believe in preparing food anymore."

b) Impact - The programs have proven successful. Extension's research shows 88 percent of program graduates adopt better nutritional habits, 87 percent learn better ways to spend their food dollars and 61 percent make food safety improvements.

Nutrition education helps people learn to feed families healthy food on limited budgets. One participant says she had been lacking calcium in her diet, something she didn't realize until taking the Expanded Food and Nutrition Education Program (EFNEP) offered by University of Nebraska Cooperative Extension. EFNEP provides nutrition education to Douglas, Sarpy, Lancaster, Adams and Hall county families with limited re-sources. "I learned I needed more calcium," said the 18-year-old Lincoln woman, whose daughter was born in May. Because she doesn't drink milk, she has added yogurt and cheese to her diet. She also has started eating other healthy foods. "When I make a meal I try to have fruit and vegetables, she said." "Before I would just eat macaroni and cheese." The participant, who began the EFNEP program in February, said learning to cook and eat properly has been fun. "It's better than reading it out of a textbook and that's why I like it," she added.

c) Scope of Impact - State Specific

- d) Funding:
UN Cooperative Extension
Nebraska Department of Health and Human Services

Key Theme - Human Nutrition

(refers to Plan of Work Goal 3, Output Indicator 1, and Outcome Indicator 1)

- a) • A health and wellness support group has been initiated for African American women in one of our larger Nebraska cities. Twenty-two women have joined the support group. A smaller walking group of five women has also formed.
- “Food Reflections” e-mail newsletter addresses a variety of nutrition and food safety topics. It reaches 6300 subscribers in 68 countries; 41% of respondents to an evaluation survey said the newsletter increased their own commitment to nutrition/food safety practices; and 57% have used the information as they have worked with others. Newsletter topics in 2001 included: ingredient substitutions, planning healthy diets, changing food habits, osteoporosis, fruit and vegetable consumption, infant feeding, and planning for holiday foods.
 - Nebraska is launching a three year effort focused on dietary guidelines in a program titled “ABCs of Good Health.” The program will have three focuses: 1) Aim for Fitness; 2) Build a Healthy Base; and 3) Choose Sensibly. Although most of the program thrust is scheduled for the next two years, 1369 people have already participated in 2001 in a variety of ABCs of Good Health nutrition education sessions focused on the food guide pyramid, the concept of balancing food intake, grain, fruit and vegetable, and milk intake. Sessions have been offered to general adult audiences, parents of Head Start children, older adults at Senior Meal sites, and youth in school settings. An example of one 8-week program that was offered in Fall 2001 was attended by 88 persons with 74 persons (86%) completing the course. Forty-two percent completed their physical activity targets and another 28% achieved their targets in at least five of the weeks of the program.
 - Health fairs are offered throughout the state in a variety of settings for information dissemination and to provide health screening opportunities. A sample of six sites reached approximately 2600 adults and youth. Some of the health fairs have specifically targeted minority audiences such as a Native American Health Fair in one community.
 - Six counties reported offering a community lesson to 240 adults, including older adults, and parents of Head Start children. The topic was food budgeting which focused on making food choices that fit into the Food Guide Pyramid while staying within a budget.
 - The Internet course, *Internet Independent Study Course for Early Childhood Professionals*, residing on the IANR Website is nationally recognized as an approved educational training source for early childhood professionals. *Web-based course impact:* Four behavioral change indicators were identified in the nutrition area quizzes significant at the P<.05 level (t-test). Ninety five percent said they planned to improve on the following behaviors: food label reading, variety of foods eaten, consumption of water, and balance their diets in terms of fat intake. Ninety-six percent said the course had improved the quality of care they are providing for young children.
 - Two women’s health conferences were organized by Nebraska Cooperative Extension and community partners in 2001 which reached 479 women. Topics ranged from nutrition topics to physical activity and other health topics. Most of the participants (98% at one site) expected to use the information to enhance their own health. Thirty-six percent of the women at one site and 60% at the other site also received continuing education credits for professional requirements.

- b) Impact - 93 individuals participated in a pilot summer walking program over three months titled “Steps for Health.” More than half completed all three months of the program. More than one-third (36%) met the weekly walking goal greater than 70% of the time, and another 20% met walking goals at least half the time. Average daily steps at the beginning of the program were 6,980 steps with walkers reaching an average of 9,250 daily steps by week 15. Eight of 11 individuals whose initial blood pressure measures were either borderline high or high experienced improved blood pressure measures at the conclusion of the program. County extension educators have initiated walking programs in their communities in Fall 2001 and will be continuing the effort in 2002 with use of materials developed for a community lesson titled “Aim for Fitness: Steps for Health.” Extension is collaborating with other community agencies to offer the programs.
- c) Scope of Impact - State Specific
- d) Funding:
UN Cooperative Extension

Key Theme - Human Nutrition

(refers to Plan of Work Goal 3, Output Indicator 1, and Outcome Indicator 1)

- b) Refugee families and thousands of other low-resource Nebraskans are stretching their limited food dollars by learning smarter ways to budget and shop for nutritious food and to prepare a greater variety of foods. Participants say University of Nebraska Cooperative Extension nutrition programs help them improve their self-confidence as well as their nutrition.

Extension nutrition programs teach everything from good budgeting and meal planning to food safety and nutrition to help families become more self-sufficient. Extension teams with federal programs such as the Women, Infants and Children program and Head Start, the Nebraska Department of Health and Human Services, Employment First programs, local food pantries and food banks, family resource centers, public schools and social service organizations to offer nutrition programs that help low-resource Nebraskans. About 73,650 Nebraska families have participated in the Expanded Food and Nutrition Program (EFNEP) since it started in 1969. More than 11,250 families have participated in the Food Stamp Nutrition Education Program (FSNEP) since it began in 1994. Nebraska’s FSNEP was one of three nationwide to win an award for excellence in nutrition education from USDA.

- c) Extension’s evaluations show that 88 percent of nutrition program graduates adopt better ways to spend their food dollars and 61 percent make food safety improvements. A Department of Health and Human Services official said that partnering with NU extension provides nutrition education to 85 percent to 90 percent of the state’s food stamp recipients. He said this training teaches them to make the best use of their limited food stamp money.
- d) Scope of Impact - State Specific
- e) Funding:
NU Cooperative Extension
USDA Food and Nutrition Services
Smith-Lever 3(d)

Goal 4: To achieve greater harmony (balance) between agriculture and the environment.

Overview: (includes sections a, b, c & d)

Nebraska's natural resources are critical to sustaining the state's population and economy. Abundant natural resources provide for agricultural production that is directly responsible for a majority of the state's economic activity. Approximately 50 percent of the state's land is pasture or rangeland, and nearly 40 percent is crop land. Agriculture's economic strength is due in part to irrigation, which accounts for over 50% of crop production. Responsible management of surface water and ground water resources is required to sustain the irrigation production base. The land and water resources of Nebraska also support a myriad of biological resources. Wildlife habitat provides for hunting, fishing, and other forms of outdoor recreation. Stewardship of Nebraska's natural resources is vital for a sustainable future and high quality of life. Nebraskans continue to expect improved management of our natural resources.

One part of Nebraska Cooperative Extension's educational effort targets youth. Each year we participate in a number of water/environment festivals, many of which target 4th and 5th grade students. In 2001, eight of the festivals reported educating over 8,800 youth. Festivals using pre-, post-test evaluations report that test scores increase 40 to 50 percent after participation. The wildlife habitat evaluation program has helped youth learn about wildlife management and develop life skills such as decision making, teamwork, and written and oral communication.

Considerable effort has been devoted to education addressing water quality issues. This effort has addressed both ground water and surface water issues. The efforts targeting ground water have focused on fertilizer and irrigation management to help prevent nitrate contamination. Surface water quality programs have particularly addressed herbicide contamination. An integrated research-extension multi state program has targeted atrazine management in the Blue River Basin. Surveys in 1997 and 2000 in a sub-watershed of the basin indicated that: 1) 15 percent of the acreage no longer received atrazine application, 2) 20 percent of the producers had adopted banding application, 3) ridge-till had increased from 37 percent of the acres to 59 percent, and 4) crop rotation had increased from 42 percent of the acres to 62 percent.

Nebraska Tree Care Workshops have targeted maintenance of the urban "forest" in Nebraska. Since 1996 1,579 tree care professionals and others interested in tree care have participated in these workshops. Over 62 percent of the participants have used the information learned to train others in tree care. Eighty-six percent thought the condition of the trees under their care had improved. Participants in an acreage owner workshop in 2000 reported an economic impact that averaged \$361 as a result of their participation.

Agricultural waste management, particularly livestock manure management, is a major concern in the state. A multitude of Cooperative Extension educational programs are addressing this issue. An educational pilot program was developed to help producers develop state-required Comprehensive Nutrient Management Plans, comply with regulations, and better manage manure. A survey of 2001 participants showed 78% said they could develop a management plan after finishing the program and by using the workbook provided. A demonstration of using beef cattle manure as an irrigated corn fertilizer source saved one Nebraska feedlot operation \$40,000 in fertilizer costs in 2001. In addition, the wise use of animal manure also protects water quality.

Natural resources and environment programming will continue be a high priority for Nebraska Cooperative Extension. The programming will be provided by the Natural Resources and Environment, Integrated Crop

Management, Integrated Animal Systems Management, and Community and Residential Environment Action Teams. One of the challenges the teams have is the documentation of impact. The teams are able to demonstrate outputs but, have more difficulty identifying outcomes and impacts. The impacts for these programs often require long-term documentation.

e) Total Expenditures and Full-time Equivalent(FTE):

FFY2000	Federal*	State	Local	Other	Total
Funding:	\$ 705,906	\$3,057,900	\$994,510	\$1,545,181	\$6,303,497
FTE**:					52

*FY2000-2001 Federal Formula Funds only (includes 3b & 3c)

** Includes both professional and para-professional funded from all sources

Key Theme - Agricultural Waste Management

(refers to Plan of Work Goal 4, Output Indicator 1, and Outcome Indicator 1)

- e) Manure is an ideal cropland fertilizer, but requires proper management to meet state and federal regulations and keep its nutrients from polluting groundwater and surface water.

A University of Nebraska Cooperative Extension team developed an educational pilot program to help producers develop state-required Comprehensive Nutrient Management Plans, comply with regulations and better manage manure. About 100 farmers and agricultural professionals participated in the Nebraska Education Program to Implement Comprehensive Nutrient Management Planning in 2001 and 2002. Participants attend classes and receive technical assistance, software tools and a workbook to help them better use and manage manure. Organizers plan to expand this program statewide in 2003. Extension collaborates with the Lower Elkhorn, Upper Elkhorn and Lower Platte North natural resource districts, Nebraska Pork Producers Association and the Nebraska Cattlemen on this program.

- f) Impact - This program helps livestock producers better understand, manage and use manure's nutrients to fertilize crop land and protect water quality and meet state and federal regulations. A survey of 2001 participants showed 78 percent said they could develop a management plan after finishing the program and by using the workbook. One participant said he learned manure isn't a waste byproduct but an asset if properly managed. He's soil testing more extensively and identified some fields that already had more than enough manure nutrients.

- g) Scope of Impact - State Specific

- h) Funding:
 USDA Integrated Water Quality Program
 NU Cooperative Extension

Key Theme - Agricultural Waste Management

(refers to Plan of Work Goal 4, Output Indicator 1, and Outcome Indicator 1)

- e) A 3 year replicated demonstration was conducted to confirm the effectiveness of beef cattle manure from dirt lots as a fertilizer source for irrigated corn production. This demonstration came about because of the increasing amount of regulations pending on the disposal of feedlot manure. When compared to commercial fertilizer the manure as a fertilizer source was equal in producing bushels of corn (3 yr. Ave yield/acre 180 vs 177 statistically no difference).

Three area field tours were conducted for area producers and feedlot owners so they could see the results in the field. Over 100 producers and feedlot owners attended a series of meetings where the results of this demonstration were presented.

- f) Impact - As a direct result of the 3 year demonstration using beef feedlot manure as a fertilizer source for irrigated corn production farmers in the area are starting to use the manure as a fertilizer source on their own farms. One area feedlot operation saved over \$40,000 in fertilizer costs in 2001 by following the suggestions given. Three area producers are now buying manure from the feed yard and having it applied on their own fields. They have also reduced the amount of fertilizer applied on these fields. Over 100,000 lbs of p205 and 300,000 lbs. Of nitrogen were saved from being applied as commercial fertilizer as a result of using the nutrient content in the manure as fertilizer. These savings will continue to grow on a yearly basis as more farmers and area feedlot operators adopt this technology.

- g) Scope of Impact - State Specific

- h) Funding:
NU Cooperative Extension

Key Theme - Forest Resource Management

(refers to Plan of Work Goal 4, Output Indicator 2, and Outcome Indicator 2)

- a) Maintaining a healthy urban “forest” in Nebraska is a challenge, given the difficult climatic and soil conditions that exist in this prairie state. But urban forests provide enormous benefits to Nebraskans, including reduced heating and air conditioning costs, improved urban wildlife habitat, reduced run-off and flooding, enhanced surface water quality, reduced noise and dust pollution, and the creation of a more beautiful place to live and work. To improve the condition of Nebraska’s community forest resource, the University of Nebraska Cooperative Extension (Forestry), the Nebraska Forest Service, and the Nebraska Statewide Arboretum have organized Nebraska Tree Care Workshops beginning in 1991. Since 1996, 1,579 tree care professionals and others interested in tree care have participated in these workshops. These day-long programs are held in six locations around the state each spring, cover a variety of tree selection and care topics, and provide a forum to discuss emerging problems associated with tree care.
- b) Impact - To examine the impact of the Workshops on tree care in the state, we conducted (in 2000) a statewide survey of people who participated in at least one workshop from 1996-1999. We sent a comprehensive survey to a random sample of 600 former attendees, of which 193 (32%) were completed and returned. Survey respondents indicated their affiliation with the following groups:
 - Information providers - 32%
 - Commercial service providers - 27%
 - Landowners/homeowners - 21%
 - Other - 14%
 - Both commercial and information providers - 6%

Most attendees learned of the workshops through direct mailing of brochures (58%), or through a friend, newsletter or newspaper (33%). Few (3%) learned of the workshops via email, and none via the WWW. Most attended to improve their tree care knowledge (40%), because of their job related needs (26%), or had an interest in tree care at work or at home (17%).

Attendees reported the following impacts as a result of their participation in the workshops:

- Tree care knowledge and skills of attendees were “improved” or “much improved”.
- Over 62% (particularly commercial service providers and information providers) indicated they used the information they learned to train others in tree care. 83% of the respondents trained between one and ten people, 13% trained between 11 and 25, and 4% trained more than 25.
- 55% were more involved in community tree care.
- 31% of all respondents (75% of the information and commercial providers) were more involved in environmental issues.
- 39% (55% of commercial service and information providers) had joined tree care-related organizations.
- 86% thought that the condition of trees under their care had improved.
- 85% reported they planted or recommended a greater diversity of tree species. Greater urban forest diversity leads to more beautiful urban areas, reduced risk of catastrophic disease epidemics, and a more resilient community forest resource.
- 5% thought their income had increased due to their participation. Generalizing about the population of attendees, we would expect 2% to 8% of the population (31-126 people) to experience income gains as a result of attending the workshops.
- Publications distributed at the workshops were used on the average of once a month by all respondents, and slightly more often by information providers.
- Statewide, attendees indicated that management of community tree resources had somewhat improved, with western NE respondents rating tree resource management as “improved”.
- 25% reported that their communities had established or changed tree care ordinances.
- 50% indicated they thought their communities had benefitted economically. Such benefits include but are not limited to energy conservation, greater interception and infiltration of precipitation leading to reduced flooding, and improved air quality and human health.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Natural Resources Management

(refers to Plan of Work Goal 4, Output Indicator 3, and Outcome Indicator 1)

- a) A group of Extension Educators and Specialists from across the state developed an Irrigation Home Study Course which encourages producers to adopt new techniques and become more efficient in water application. The course is available for a cost of \$60. Participants receive a certificate when the course is completed. In addition 13 CEU's are available through the Certified Crop Advisor Program.

One hundred and twenty students have registered for The Irrigation Home Study Course by December 31, 2000. An additional 45 copies were sold to the U.S. Bureau of Reclamation as a

reference for their field staff and another 28 were sold to the Natural Resources Conservation Service as a training tool for their employees.

b) Impact - An evaluation was given to the students when they completed the course. The twenty four students that returned an evaluation form manage or make irrigation recommendations on a total of 134,970 acres. Ninety six percent of the students said that they were satisfied with the course and 92% said they would use the notebook as a reference in the future. When asked if they would make changes in their irrigation system as a result of taking the course, 58% indicated they would probably or definitely make changes. When asked if they anticipated saving any money as a result of taking the course, 50% indicated they would probably or definitely save some money. Four actually indicated a dollar amount of savings per acre which averaged \$3.32 per acre on 21,690 acres, for a total savings of over \$72,000.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Nutrient Management

(refers to Plan of Work Goal 4, Output Indicator 3, and Outcome Indicator 2)

a) Thirty farmers and ag professionals attending an advanced soil fertility workshop at Norfolk in northeast Nebraska in February of 2000 said what they learned was potentially worth nearly a million dollars of value to Nebraska. One participant said the class "makes me think how I can improve my farming operation and what goals to set." Another said it provided "better sources to give recommendations to farmers."

Many agricultural professionals in northeast Nebraska have attended few or no college level classes in soil fertility. Many base their recommendations on what a private laboratory recommends, may not understand the scientific basis for Cooperative Extension's soil fertility recommendations, and often use or recommend more nitrogen for corn than UNL Extension Soil Fertility Specialists do. At the same time groundwater nitrate concentrations in this area continue on an upward trend.

Therefore, Cooperative Extension and the Lower Elkhorn NRD sponsored an advanced soil fertility, all-day workshop for ag professionals and farmers as part of the Integrated Crop Management Winter Programs. The purpose was to increase their knowledge of nutrient management in the interest of protecting groundwater from high levels of nitrates, and protecting surface waters from several ag contaminants. The topics centered around soil testing, including soil pH and ag lime, several micronutrients, grid point soil sampling, laboratory analyses, manure management, and soil quality.

b) Impact - Half of the participants are farmers and a third are in ag business. Based on what they learned, over 85% of the participants indicated they plan to improve their management of pH and lime, directed soil sampling, and soil analysis & recommendations. Over 65% will improve their micronutrient and soil quality management, and 55% will improve their grid-point soil sampling. They valued what they learned at \$3.30 per acre, and influence over 300,000 acres of cropland in Nebraska.

c) Scope of impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Water Quality

(refers to Plan of Work Goal 4, Output Indicator 3, and Outcome Indicator's 1, 4 & 5)

- a) The five year Holt County Groundwater Education Program was completed in early 1999 with final reports being written in 2000. The project was financed through federal (319) funding under the Clean Water Act. Several individuals representing UNL's Cooperative Extension and Conservation and Survey Division cooperated with personnel from the Holt County NRCS and the Upper Elkhorn and Lower Niobrara NRD's to create the original proposal. The goal of the program was to protect groundwater by increasing the use of nitrogen and irrigation Best Management Practices (BMP's).

Several objectives were to be attained to reach this goal. One was to increase by 20% the cropland acres where nitrogen management and irrigation management BMP's are utilized. The project utilized a wide variety of activities to accomplish this objective including the use of demonstration plots, tours, public meetings, focus meetings, media advertising, a newsletter and a portable poster display. Surveys were conducted in 1994 and 1998 to determine the impact of the program. Surveys were sent to producers in Holt County and in neighboring Antelope County as a comparison.

- b) Impact - Survey results indicated that 15% more Holt County producers used the UNL Procedure to determine yield goals after the 5 year project than before it. Antelope County Producers (who were not expected to have benefitted from the project because of distance) increased their use of UNL guidelines by only 8%. Survey results also indicated an increase of 19% (during the project) in the number of Holt County producers that use UNL as a source of information. Holt County experienced a 16% increase from the beginning to the end of the project in the number of producers indicating that they had applied nitrogen fertilizer three or more times during the growing season (60.7 to 70.6%). The number using 3 or more applications did not change in Antelope County at 58%. Again it was assumed that Antelope County producers did not benefit significantly from the project. More than 72% of Holt County producers had their irrigation water tested for nitrates during the past 2 years compared to 46% in Antelope County. The number of producers from both Holt and Antelope Counties who obtained crop water use (ET) by radio (as a benefit of the project) increased by 40%. Both counties are in easy listening distance of the information provided by radio.

- c) Scope of Impact - State Specific

- d) Funding:
NU Cooperative Extension

Key Theme - Water Quality

(refers to Plan of Work Goal 4, Output Indicator 1, and Outcome Indicator 1)

- a) Each year University of Nebraska Cooperative Extension is a partner in delivering 20 -25 youth water and environment festivals. Each year approximately 10,000 youth participate in these events. Examples include:

- In, 1994, over 325 Lincoln Public Schools teachers petitioned Lancaster County to provide an

environment festival for their students. Educators wanted a quality educational experience that linked environmental issues with science-based curriculum. The knowledge and awareness gained by students would result in a better environment for generations to come. With University of Nebraska Cooperative Extension in Lancaster County taking the lead, 11 local resource education organizations collaborated to organize an environment festival. In seven years, nearly 21,000 fifth graders have attended earth wellness festival and used Kits for Kids, pre-festival learning kits containing curriculum, supplies, and equipment. Expectations are that students will recognize the interdependency of land, water, air, and living resources, identify the human impact on Earth, and determine steps of action to enrich our environment.

- A water festival, called the Water Jamboree, was held on April 25 and 26, 2001, at the South Central 4-H Center near Alma and utilized sites and facilities on the Harlan County Reservoir. This is an educational, fun day designed for fourth or fifth grade students from schools located in the Lower Republican Natural Resource District and the Tri-Basin Natural Resources District, including the Nebraska counties of Phelps, Gosper, Harlan, Franklin, Kearney and Furnas. Kansas schools from the counties of Phillips, Smith and Norton were also welcomed to the festival. Students attending were involved in interdisciplinary water activities relating to aquatic life, recreational uses, water quality, plants and water and how water quality affects wildlife. A total of 594 students attended this event, which was over 80% of the targeted Nebraska audience, and four of the invited six schools from neighboring counties in Kansas participated. Over 185 adult staff and volunteers helped to support the 2001 Water Jamboree.

b) Impact -

- A staff member from Center for Innovative Instruction, NE Math and Science Initiative, University of Nebraska-Lincoln, provided technical support and designed the pre- and post-questionnaires used in this study. Results from this study show a 20% increase in student attitude change regarding the importance of the earth and preserving the earth's resources. Students have a 28% increase in knowledge about water, land, air, and living resources.
- Sixty students from four schools at the Western Nebraska Children's Groundwater Festival were given a pre- and post- test to determine whether or not they increased their knowledge about groundwater by attending the Festival.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Wildlife Management

(refers to Plan of Work Goal 4, Output Indicator 1, and Outcome Indicator's 1 & 3)

- c) Too much of a good thing can spell disaster. Such was the case with deer in Fontenelle Forest, a private preserve, and surrounding green space near Omaha where deer populations had mushroomed since the early 1960s. Between 1984 and 1994, deer-related traffic accidents increased 400 percent. The hungry deer stymied tree regrowth, limited plant diversity, accelerated soil erosion and damaged nearby crops and orchards.

University of Nebraska Institute of Agriculture and Natural Resources wildlife researchers and extension specialists conducted one of the nation's most extensive white-tailed deer studies in this area. They tagged and followed deer for several years to better understand their movements in an urban area. Findings helped them work with a task force of community leaders, landowners and resource professionals to assess deer management options. IANR experts helped the task force review options ranging from hunting to capture and from sterilization to sharp shooting. The task force chose seasonal hunting as the least invasive, most cost-effective option.

d) Impact - Thanks to this control effort, deer populations in this area have been reduced by about half, from a peak of more than 70 deer per square mile to about 35 per square mile. The forest is slowly recovering and flower, tree and shrub growth is evidence the plan is working. Damage also has been reduced in nearby crops and orchards. The number of car-deer collisions declined despite a steady increase in car traffic since 1995.

c) Scope of Impact - State Specific

d) Funding:

Nebraska Game and Parks Commission
Fontenelle Forest Association
Gifford Point Foundation
Sarpy County
City of Bellevue
NU Agricultural Research Division
Hatch Act
NU Cooperative Extension
NU Integrated Pest Management-Vertebrates Program

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

Overview:

a) There are many interrelated issues impacting youth, families and communities in Nebraska. Economically some communities in Nebraska struggle as individuals and families are impacted by a breakdown in family structure, not enough positive role models for youth, and limited leadership for community decision making responsibilities. Youth development research indicates that character and values education, involvement of youth in families and communities, and civic and citizenship education increases the long-term positive development of youth. As families, youth and communities are impacted by technology some communities are not able to keep up and consequently are left out of becoming economically viable places in which people want to live. Some of the research that undergirds the objectives that faculty wish to accomplish in this goal is:

- Successful community projects involve four segments of the community; business, faith, public institutions and individuals being served. Working together communities can accomplish goals that may be too difficult for any one group alone.
- Parents teach skills and model attitudes that help children become confident, responsible and caring adults.
- Couples who have strong relationships with each other are more likely to create a positive environment for children and are more likely to stay in their job.

- Families with stable financial situation are more likely to provide for current and future family needs. They are less likely to need assistance and more likely to be able to contribute to their community.
- b) Output numbers are significant for programs related to character education programs for youth; and NU for Families, a state-wide promotion based around the six family strengths identified by John DeFrain and Nick Stinnett’s research on strong families.
- c) Action teams working within goal 5 have been particularly effective. The visibility of family, youth and community programs have increased dramatically. As testimony to this visibility a new stakeholder group called “Family, Youth and Community Partners” was formed last year. This advocacy group will have job responsibilities for helping promote the benefits of these programs, contacting policy and budgetary bodies in support of University programs, and providing input as to emerging needs. This group will parallel another stakeholder group, Ag Builders, which has been very effective in advocating for Cooperative Extension, Research and Teaching programs within the Institute of Agriculture and Natural Resources.
- d) Having individuals and businesses learn entrepreneurial skills is one strategy in helping keep communities strong. Entrepreneurial skills in Nebraska communities will be strengthened and new businesses will be created. The Nebraska Edge, Cooperative Development Center (CDC) Program, North Central Initiative for Small Farm Profitability and Business Retention programs have been working with communities to develop innovative strategies to increase farm profitability, work with business plans or look at methods to expand/retain their business. Efforts to date include:
- Total number of 499 individuals participating in entrepreneurial training/workshops.
 - Eleven clusters (100 individuals) have been formed with the North Central Initiative for Small Farm Profitability.
 - Thirty groups (150 individuals) have received organizational development training with Cooperative Development Center assistance. Twenty-six individuals have been trained as First Responders for CDC.
 - Sixty-eight businesses (84) individuals have taken part in the Consumer Preference Study this past year.
 - Ninety-six individuals participated in EDGE courses. Forty-three participated in the “Building on Business” conference.
 - The Master Navigator program has directly impacted over 654 individuals since 1999. Through their hands-on participation in the five week course participants indicated that they learned how to navigate Windows 95/98 much more efficiently, utilize the web for searching for information, became more skillfull at using the many features of e-mail, learned how to use some of the more advanced features of the web like discussion group listservs, chat rooms, and more.
 - There have been approximately 220 businesses participate in the Nebraska Electronic Main Street Program in the last two years. Three new businesses have started as a result of the classes. The courses give participants an understanding of the e-commerce and introduces them to the many business uses of the internet.

e) Total Expenditures and Full-time Equivalent(FTE):

FFY2000	Federal*	State	Local	Other	Total
Funding:	\$1,785,527	\$7,734,689	\$2,515,524	\$3,908,389	\$15,944,129

FTE**:			138
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*FY2000-2001 Federal Formula Funds only (includes 3b & 3c)

** Includes both professional and para-professional funded from all sources

Key Theme - Character/Ethics Education

(refers to Plan of Work Goal 5, Output Indicator 1, and Outcome Indicator's 1 & 2)

- a) Character education continues to be a high priority for Nebraskans. In fact, Nebraska Cooperative Extension is currently reaching 1/3 of all Nebraskans with CHARACTER COUNTS! programming. In addition:
 - In cooperation with the Department of Education, Cooperative Extension is in the second year of its five year, comprehensive character education program. Funding secured for year 2 is \$228,861. As a result of these efforts:
 - Steering committees, each including Cooperative Extension representation, have been formed and are beginning to carry out the plans of action they have developed in each of the 4 pilot communities.
 - *Nebraska Character Education Guidelines*, a document, emphasizing the importance of character education and strategies for providing character education in schools, has been approved the Nebraska Commissioner of Education and is being distributed by the Nebraska Department of Education.
 - Nebraska State School Standards and Links to L.E.A.R.N.S. relating to character education have been identified and shared with Nebraska teachers and Cooperative Extension staff.
 - Week-long training sessions on character education are being offered for teachers through Nebraska’s Educational Service Units.
 - A comprehensive Evaluation Plan has been developed. This plan has begun to be implemented and will continue throughout the next four years of the project.
 - Doing What Counts, a curriculum for 11- 13- year-olds, focused on tying the pillars of character to decisions related to tobacco has been developed and is being juried by the National Cooperative Curriculum System.
 - Other youth-serving organizations are looking to Cooperative Extension as leaders in character education. For example, Job’s Daughters is consulting with Cooperative Extension staff to develop strategies for statewide training and dissemination of CHARACTER COUNTS!.
- b) Impact - 34,000 youth have been involved in character education programs with at least 15 hours of contact. In addition, 142,000 youth have been reached through other character education programs including day camps, one-on-one contact with Kiwanis members, Family Community Education clubs, religious school classes, employees participating in workforce training programs, etc.

Teacher surveys conducted in the past year have indicated no change in the statistics that were provided in 2002.

- 50% of the teachers using CHARACTER COUNTS! program reported an increase in their students being truthful.
- 61% of the teachers using CHARACTER COUNTS! program reported an increase in their students helping each other.
- 55% of the teachers using the CHARACTER COUNTS! program reported a

decrease in children blaming others for their problems.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Character/Ethics Education

(refers to Plan of Work Goal 5, Output Indicator 3 , and Outcome Indicator's 3 & 4)

a) In 2001, Nebraska 4-H'ers had the opportunity to exhibit Citizenship Projects at the Nebraska State Fair. A major focus of this project is youth and family involvement in the community. Exhibits entered included care baskets, patriotic and cultural fine arts, public adventures scrapbook, written or recorded stakeholder interview, written and oral citizenship essays and service items. A mail survey was sent to the Citizenship Exhibit participants indicated the following:

- 16% of the participants strongly agreed while 84% of the participants agreed that they increased their knowledge about community service.
- 26% of the participants strongly agreed while 63% of the participants agreed that they increased their knowledge of local community needs.
- 42% of the participants strongly agreed while 53% of the participants agreed that they increased their desire to do community service.

b) Impact - 1,897 4-H clubs organized and carried out a community service activity in support of the community. 4-H clubs contributed \$108,153 to their communities through community service efforts. This is an increase of 2.5% over the previous year. Aproximately 88% of counties have youth serving in at least one public policy role.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Communications Skills

(refers to Plan of Work Goal 5, Output Indicator 3, and Outcome Indicator 3)

b) Youth involvement in families and communities is an important part of Cooperative Extension programming. During 2001, Success Markers for 4-H clubs have been developed. These include expectations for family members involvement in their child's club program, as well as for youths' involvement in community work. Training for families is being planned for Spring of 2002.

c) Impact - NU For Families, a celebration of and education about the strengths of families has evolved into a year-long event. As a result of NU For Families:

- 35 counties reached 26,000 families with educational programming focusing on research-based family strengths and the importance of youth as a part of the family.
- Families participating in NUFORFAMILIES programming pledged to strengthen their families by: eating together as a family, going to church on Sundays as a family, listening more attentively

- to their children and turning off the TV during mealtimes.
 - Over one third of Nebraskans were reached with research-based information on youth and their families through 4 television spots, 16 radio spots with an estimated coverage of 210,000 people, websites that had 165,000 hits during the month of November, and 37 newspaper articles in 18 different newspapers
- c) Scope of Impact - State Specific
- d) Funding:
 NU Cooperative Extension

Key Theme - Communications Skills

(refers to Plan of Work Goal 5, Output Indicator 11, and Outcome Indicator's 10 & 11)

- a) "Family Storytelling," a lesson for community groups, was written by Myrna DuBois, Extension Educator. It was used by groups across the state. According to research on family strengths, family storytelling helps to build the family bond and increases the connectedness among people.
- b) Impact - 90% of respondents across the state found the lesson to be very helpful and informative. 100% could name one or more intentions to put the lesson into practice, 80% said that it would help build family bonds, 95% were passing along family history and for 90% reported it was a reminder of the importance of family connections. One club stated, "It was one of the better lessons we have had." This lesson topic had wide age appeal as it was used as successfully for a young mothers group as it was for a news article appearing in a senior citizen edition of a newspaper.
- c) Scope of Impact - State Specific
- d) Funding:
 NU Cooperative Extension

Key Theme - Communications Skills

(refers to Plan of Work Goal 5, Output Indicator 11, and Outcome Indicator's 10 & 11)

- a) During FY 2001, University of Nebraska Extension educators have used a variety of methods to promote building strong families across the state. The use of media (radio, television and local newspapers) was a way to reach families without adding another activity to their calendars.
- b) Impact - These media releases have been reported:
- NU for Families columns published in local newspapers - 317 articles and columns - over 100,000 readership
 - Radio public service announcements on 12 stations - approx. 200,000 listeners
 - Radio talk shows - 9600 listeners
 - Interviews on television news - 57,900 viewers
 - "Nebraska Resources" television spots - 75,600 viewers
 - Videos shown at two community events - over 300 viewers
 - Family insert in newspaper - 5200 circulation

Other methods were also used to raise the awareness of family strengths:

- restaurant tent cards - 425 reported – printed for distribution state-wide
- 4 restaurant signs featured “Eat With Your Family”
- Festivals, home shows, health fairs
- Printed material - newsletters and handouts
- Promotional pieces (stickers, pencils, magnets, etc.)
- Recognition for child care providers
- Monthly calendars with daily activities for families to do
- Group meetings - 228 families
- 240,000 grocery sacks distributed in stores in ten states with NU for Families message
 - story featured in IANR Connections Newsletter

“Thanks for the great articles! Now I know why our family spends 3 or 4 hours together in the pickup every week going to high school rodeos. It’s quantity - and quality - time as a family.” In response to a parenting article—“That really hit a familiar note with me. It was just what I needed.” Another response, “Every time I turned on the radio this summer I heard you talking about strong families!”

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Communications Skills

(refers to Plan of Work Goal 5, Output Indicator 11, and Outcome Indicator’s 10 & 11)

- a) Understanding oneself as well as others is key to effective communication, teamwork and getting alone in families, the work place, and with friends and neighbors. Participants are given a test to decide on color of personality and then skills are developed by discussing like and dislike of each group and how to work and play with different groups. Workshops have been given to all kinds of civic, juvenile diversion, church, camps and schools groups.
- b) Impact - In this past year 2207 students and 1042 adults with a total of 3309 people have gained a better understanding of themselves and others through participation in Communications and Team Building with Color Matrix. End of workshop evaluations provided the following information.
- 91% agreed and strongly agreed that they have a better understanding of people and personality temperaments.
 - 86% agreed and strongly agreed that they appreciate the differences in personality temperaments.
 - 91% agreed and strongly agreed that they were planning to use the principles shared during the workshop in everyday life.
 - 91% agreed and strongly agreed that they increased their understanding of how to more effectively communicate with others.
 - 93% agreed and strongly agreed that they increased their knowledge about working with people.

Six-month follow-ups on a random sampling of 75 participants (53 returns) indicated that:

- 100% remembered their color.
- 84% could accurately name at least one common characteristic of their color.

- 85% indicated that information learned in the workshop led them to change a behavior. Common behavior changes included:
- 33% changed the ways in which they communicated with their children or spouse.
- 27% structured discipline and other activities differently.
- 49% were more accepting of things about people that irritate them.

Impact Statements:

- “That’s why I can’t get along with my teacher!”
- “I understand why my mom acts the way she does.”
- “I now understand why I am in constant conflict with my orange child. I’m gold and he drives me nuts. This helped me realize that I may need to approach him differently.”
- “Wow, this really opened my eyes. My boss isn’t a jerk? He’s just different than me.”
- “It takes all kinds of personalities working together to get the best results.”
- “Most people aren’t like my personality. I need to learn more about how to deal with them.”

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Community Development

(refers to Plan of Work Goal 5, Output Indicator 8 and Outcome Indicator’s 7 & 8)

a) There's much talk these days about the so-called "wired economy," but some rural areas lack affordable Internet access. University of Nebraska Cooperative Extension teamed with community leaders to help a western Nebraska county get connected and better use the Internet. In the mid-1990s Sidney, Neb., and Cheyenne County had no Internet service provider. An NU extension educator worked with Sidney officials to launch the Cheyenne County Technology Committee. This committee brought together local government, education, business and community representatives to increase technology education and develop infrastructure. A committee survey showed technology education was a priority for businesses and residents. In response, the local extension office provides classes where individuals learn to navigate the Internet and businesses learn the advantages of Web business.

b) Impact – Thanks to this effort, Sidney and Cheyenne County now have several options for Internet access, including high-speed Internet through satellite and cable television companies. Costs have decreased as access options expanded, making Internet service more affordable. Local officials have become more involved in the advancement of technology, residents are more aware of the need for broadband service and the county is better positioned to harness the Internet for business and education. The committee was the driving force behind the city of Sidney's Web site, which has links to a variety of businesses in the city.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Community Development

(refers to Plan of Work Goal 5, Output Indicator 7 and Outcome Indicator's 8)

a) EDGE - Using past indicators of job creation/retention rates (35% full-time creation/29% full-time retention - generated from 1999 EDGE participant survey) a total of 37 jobs were created/retained as a result of the EDGE training courses. However, these are just estimates, a survey is currently underway to generate actual results.

– *"The EDGE offers first class resource vehicles for anyone wanting to improve their position in life... Individuals who had good ideas were given the resources to implement those ideas ... Due to the EDGE class their ideas were brought to a successful conclusion."* - Jim Varney, Custer Federal Savings & Loan

– *"Our customers are impacted by the EDGE program in that it tends to make them more financial savvy. An EDGE program graduate comes to the bank prepared and ready to knowledgeably discuss their financial situation. ...The EDGE program makes customers look at their business from every angle and understand what needs to be done to make it as profitable as possible."* - Korey Schow, Lender, Bank of Keystone

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Chuck Jividen, Adams Bank & Trust in North Platte stated that the class provides a minimum of three important business tools: Forces participants to evaluate their proposed or existing business by planning through research. Gives them insight into the requirements of management: record keeping, marketing, growth projections, etc. Provides a much better understanding of cash flows, balance sheets, income statements.

– *"I wish this program would have been available 8 years ago when I first started developing my business idea."* - Earthly Edibles

– *"Through this program we are bringing together one of this country's most traditional livelihoods - farming - and the latest in technology to foster grassroots economic development in our region,"* - Ohio State University, South Director, Don McFeeters.

– *"It teaches a person to research and explore possibilities before jumping in and acting by trial and error."* - Straight Arrow Bison Ranch

b) Impact - Following are a few examples of how EDGE and E-commerce training has increased community viability:

- One-half of the businesses currently have a Web presence; a high percent of these will begin or increase business on-line.
- More than one-half of the businesses not having a Web site plan to create their own or hire a professional developer to create one for them.
- Business owners doing business online report less operational costs.
- Three new businesses are starting as a result of the classes. *"I feel like a whole new world has opened for me,"* one participant said. *"I thought I knew what was on the Internet, but after taking the class, I realized I knew very little,"* said another.
- Nebraska Electronic Mainstreet was recognized by the Governor during the 2000 Community Development Week

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Community Development

(refers to Plan of Work Goal 5, Output Indicator 8 and Outcome Indicator's 7)

- a) The Consumer Preference Study is a program that explores factors that affect local consumers' shopping decisions. Local consumers describe their preferences, offer opinions about business strengths, and make suggestions for improvement. These consumers also provide impressions of the general shopping environment that have an impact on economic leakage. During 2001, studies were completed in Grant, Gothenburg, and Beatrice involving 71 businesses, and 800 consumers. The cost of these studies was covered through grant funding from the Nebraska Lied Mainstreet Program and local fees. Since 1997, studies have completed in twelve rural communities across Nebraska, which has included over 250 businesses, and over 2,500 consumers.
- b) Nearly two-thirds of the businesses that participated in the study have, or plan to implement changes in their business in order to satisfy local customers, and reduce economic leakage. Many of the local merchants reported that because of the changes made, profits for were increased. Business impacts shown from post project surveys indicate that most businesses would recommend the project to others. Several merchants have used results in training sales staff, realigning their marketing to improve their image, change displays or the presentation of merchandise, and draw attention to weaknesses in plans of parent firms. Nearly all businesses involved have stated that the study was very beneficial to their business, and most have reported an increase in business income as a result of the study. Some businesses have expanded or started additional enterprises. Collaborating with the Lied Mainstreet program, further studies will be conducted in four additional communities during the next six months, bringing the total to sixteen communities.

Consumer education is also a part of the study, and each of the local consumers involved learned about locally available products and services that they were unaware of prior to the study. A general survey mailed to each of the participating consumers provides communities with information concerning where local dollars are being spent, and products and services to add in order to retain those dollars locally. Over seventy percent of the surveys mailed out have been completed and returned.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

NE Lied Mainstreet Program

Key Theme - Community Development

(refers to Plan of Work Goal 5, Output Indicator 8 and Outcome Indicator 5)

- c) The Nebraska Rural Institute is a three-day training session. The main focus is to bring those working in the area of rural community development together to share ideas on how to help agriculture survive

and keep rural communities alive. Attendees share ideas with other participants in their field; develop new skills and knowledge in the area of rural development; and network with their peers. The Institute features both on-site and educational mobile workshops. The mobile workshops allow participants to view successful development efforts in the area and experience some of the challenges facing Nebraska's rural communities.

Over 200 people participated in the 2001 Nebraska Rural Institute that was held in Hastings, Nebraska. Energizing Your Community was the theme of this year's Institute. This year's Institute included three mobile workshops. Participants gave the "The Energizing Your Small Town Mobile Workshop" received high marks. Over 95% gave this mobile workshop a 4.0 (on scale of 4.0) in the areas of relevance, usefulness and quality. One participant stated, "I'm impressed what all of these small towns have accomplished and are still accomplishing. It's very encouraging." Presenters, facilitators and panelists included many of Cooperative Extension's personnel. Extension led sessions included: Being an Effective Board Member; How to Keep Your Business Alive; Understanding the Local Economic Base: The Rusty Bucket Model; Investing Technology Infrastructure; and Planning for the Citizen Planners – Making a Difference. Dennis Kahl, Seward County Extension Educator, facilitated a panel on Nebraska's Future – Recent and Current College Graduate's Perspective. One high school attendee stated *"Until I saw this presentation, I was sure that I wanted to leave this area to go somewhere large...maybe staying in a small town is a plus and not holding me back as I thought. I now know I have hundreds of opportunities."* Another panelist stated, *"It made me, a high school student, think about my future here in Nebraska and what opportunities I have here."*

The Nebraska Rural Institute is annually sponsored by the Partnership for Rural Nebraska (PRN). The 2001 Institute was co-sponsored with the Nebraska Development Network – Central Region. The Partnership for Rural Nebraska is a cooperative commitment by the State of Nebraska, University of Nebraska, United States Department of Agriculture, the Rural Development Commission, and the Nebraska Development Network.

The PRN Education Committee and the regional Nebraska Development Network group plan the Institute. Overall coordination for the Institute is provided by Charlotte Narjes at the Center for Applied Rural Innovation. PRN Education Committee members are Lee Sander and Cliff Kumm, USDA Rural Development; Doug Gibbs and Jo Lowe, Nebraska Rural Development Commission; Greg Cecil, Nebraska Department of Economic Development; Lance Hedquist, City of South Sioux; and, Connie Hancock, NU Extension Educator. Central Regional group members that helped with coordination and planning include Linda Fettig, Nebraska Department of Economic Development; Randy Gunn, USDA RC&D; Don Reynolds, Hastings Chamber of Commerce; Ron Smith, Central Community College and Glen Gatz, USDA Rural Development.

- b) Impact** - Over 750 people have participated in the Institute since 1998. Past participants have included individuals from South Africa and Australia. The 2001 Institute received a 3.65 on a scale of one to four (with four being excellent). The Testimonials by past participants best identify the success of the training.

"The program fosters new and intensive leadership for the future of rural areas. This is the best conference of its kind. It is geared specifically toward rural development as a result from community participation. No one will help (rural communities) unless we help ourselves." - Jed Wagner, Nemaha County Development Alliance

"Local participants really benefit. The freedom for networking and sharing in the mobile workshops is very beneficial. The variety of topics allow something for everyone."- Dewey Teel, Antelope County Extension

"The Institute provides an excellent program for rural communities, throughout Nebraska, on ways for them to improve. I was very pleased with the results and brought back ideas to implement throughout the community. It's a great way to exchange ideas, see projects at work and get excited about new activities in communities." - Lance Hedquist, City of South Sioux

c) Scope of impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Community Development

(refers to Plan of Work Goal 5, Output Indicator 4 and Outcome Indicator 5)

- a) Planning has emerged as a key necessity for the future of urban and rural communities in Greater Nebraska. The preparation of comprehensive planning, and the regulation of land use through zoning and subdivision regulations, for urban and rural Nebraska communities is central to their future growth and development. The citizen planners who are responsible for making critical decisions that will affect the futures of many of the smaller Nebraska communities are largely made up of volunteers who may be inadequately qualified or trained in community development planning and the management of change. Extension Educators from the Community Resource Development Action Team are increasingly being expected to get more actively involved in planning and zoning issues in the communities where they serve and provide guidance and access to planning expertise to address complex planning and land development issues. Typical examples of such complex problems include the siting of land fills, feedlots, annexation, low income housing issues, etc. The Planning for Citizen Planners was envisioned with two objectives in mind:
- to provide citizen planners in Nebraska communities with a basic introduction about the principles, practices, theories, philosophies, methodologies and skills needed to make planning decisions, justifiably;
 - to provide Extension Educators with an on-line educational resource to assist them in the facilitation and guidance process needed to assist local citizen planners in arriving at justifiable decisions.
- b) Impact - Five steps were taken to accomplish the desired objectives:
- A curriculum was developed for an on-line non-credit course titled *Planning for Citizen Planners* and instructional material has been assembled and organized;
 - Funding support from the Office of the Associate Vice Chancellor for Extended Education was obtained based on the sponsorship received from one of the Co-Chairs of the Community Resource Development Action Team, and the President of the Nebraska Planning and Zoning Association;
 - Mutunayagam is currently working in collaboration with the Division of Continuing Studies in creating the On-line course that is expected to be ready for delivery in February 2002.

- Two instructor led in-service training sessions were conducted by Mutunayagam for several interested extension educators from the Community Resource Development Action Team at Lincoln and Grand Island. Evaluations conducted after these sessions indicated that the training was either very important or critical to meet their needs for such materials on-line.
- Two conference presentations where *Planning for Citizen Planners* were made by Mutunayagam in 2001. The first presentation at the Annual NPZA conference in Grand Island showcased the concept of the in-service training program and marketed it to over 200 conference attendees who qualify as planners or citizen planners. The second conference presentation titled *Planning for Citizen Planners – Making a difference* took place at the Rural Institute in Hastings, NE, in Summer of 2001, where 36 attendees were introduced to the summarized content of the in-service training program

Both presentations were evaluated and the results were very positive. Copies of the Hastings PowerPoint presentation have been sent to several attendees who had requested the material to assist them in their planning and development activities in their respective communities.

- c) Scope of Impact - State Specific
- d) Funding
 NU Cooperative Extension
 Office of Extended Education

Key Theme - Family Resource Management

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator 9)

- a) In order to address the need for farm and ranch families to increase their family income management skills, Cooperative Extension originated the statewide newsletter, "Dollars & Sense" Making Money Work for a Good Life." The bi-monthly newsletter focuses on family income management for farm and ranch families and is a collaborative effort between the UN-L Department of Agricultural Economics and the Department of Family and Consumer Science. Circulation of the newsletter via county Cooperative Extension offices began in March of 2000 and was scheduled to continue for one year. Since that time, the Cooperative Extension Farm and Ranch Economics Task Force has decided to continue circulation of the newsletter for a second year.

Each newsletter issue focuses on a specific theme: Communication and Money, Financial Priorities and Goal Setting, Planning Your Family Spending, The Wise Use of Credit, Holiday Shopping and Credit, Reduction of Debt, Keeping Records, Financial Record-keeping Systems, and Saving.

- b) Impact - Newsletter letterhead was collaboratively developed by the editors and Communications Information Technology. Letters distributed by 17 counties were around 95,000. Radio tapes have been produced to promote the newsletter and its distribution. Examples of businesses distributing the newsletter via monthly mailings to their patrons include the banks, agri-businesses, Cooperative Extension offices, Cooperatives, and churches. Over 31 calls, questions or e-mails have been received by the editors requesting information about resources discussed or offered in the newsletter. Selected articles from some of the issues have been reprinted in Heartland Express. The Scottsbluff newspaper, Business News, imports copy by e-mail and includes it in their publication. UN-L's Rural Routes web site features newsletter articles and provides a link to the newsletter. Newsletter articles are revised for use as columns in the statewide news column publication, Educators' Extra.

Reports from Extension Educators have been positive. A phone call and ensuing letter received from a small town banker said, "Dollars & Sense" is one of the best publications I've seen from the University. It's brief, easy to read and gives valid, valuable information that's needed." Plans for measuring impact include interviews of farm and ranch readers, Educators, bankers and contributors.

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Family Resource Management

(refers to Plan of Work Goal 5, Output Indicator 10 and Outcome Indicator 9)

- a) A total of sixteen families in three areas of the state participated in First Time Home Owner Trainings. This was a total of thirty people who participated learning about managing their home. All of those who participated felt they learned something new and would put the information to use in the future. Collaborators on the trainings included local heating and air conditioning professionals, local contractors, and other resource people in addition to Cooperative Extension Educators.
- b) Impact - Savings for participants could be estimated at \$10-\$25 an hour as they do the work themselves rather than paying a professional. Each family could easily save \$1000 per year.
- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Family Resource Management

(refers to Plan of Work Goal 5, Output Indicator 10 and Outcome Indicator 9)

- c) The transition from welfare to work means more than getting a job. A successful transition includes building self-sufficiency through money management and, often, improving everything from communications and parenting skills to nutrition and time management. What has been done? The University of Nebraska Cooperative Extension's Building Nebraska Families program teaches family management and life skills to people struggling to move from welfare to work. This program reaches out to people facing multiple obstacles to success, such as debt, low self-esteem, anger and little self-responsibility for improving their lives. It involves intensive one-on-one training to build self-sufficiency by improving money management, parenting skills, nutrition, communications and goal setting. The program, launched in 1999, has grown from serving families in 12 counties to 37 rural Nebraska counties and has more than 100 participants. New funding from the Nebraska Health and Human Services allows hiring additional extension educators to work with clients, bringing the total to 11.
- d) Impact - Program graduates say that, thanks to the program, they feel better about themselves, improved their time management and problem solving skills and are able to earn more money at their jobs. The average income for participants after the program is \$808.76 per month compared with

\$446.19 upon entering. Some participants credit the program with helping them turn their lives around. For example, one graduate said the program gave her a chance to learn and get her life settled. "Without your program and my will to make it succeed, I would be nowhere," she said. "I don't know how I could ever repay you for the knowledge and courage you have helped me find in myself."

- c) Scope of Impact - State Specific
- d) Funding:
Nebraska Health and Human Services System
NU Cooperative Extension

Key Theme - Family Resource Management

(refers to Plan of Work Goal 5, Output Indicator 10 and Outcome Indicator 9)

- c) Four Hundred sixty nine high school seniors and middle school students participated in the "Real World - Real Decisions" Simulation. Three Extension Educators were the facilitators of this simulation. In the two-hour simulation, students choose a career, receive a salary, figure net income, and pay basic monthly expenses. The monthly expenses are based on a survey the students complete at the beginning of the exercise that determines the type of lifestyle they would like to live. The simulation is based on the assumption that the students are 25 years old and the majority are living alone.
- d) Impact - At the end of the simulation, the students complete an evaluation which asks them to rate knowledge gained in seven skills. Results of the evaluations indicated that over 50% of the students gained the most knowledge in how to balance income and expense records and developing a spending plan. Over 40% stated that the exercise helped them realize that there are more living expenses than they thought. The most significant change in lifestyle was to re-think buying an expensive home and consider renting an apartment. Seventy-five percent of students indicated that Real World helped them think about their choice of a career, 89% said they learned to balance expenses and income, 76% indicated that they now understand that choice of a career can affect future life style and 96% felt they could write a check and balance a check book.

Other comments included: "Life is tough." "I don't want to graduate." "I found out who indicated that they were surprised to see how fast a monthly paycheck was spent and they expressed appreciation for helping them to see the importance of making and sticking to a budget. How fast expenses add up and how much it costs to live." "I realized that my mom isn't going to be able to help me for the rest of my life." "I learned that it takes a lot of thinking to balance your checkbook and live with your job." "I see how much responsibility it takes to manage money and a job." "I know you can't always get the stuff you want." "I learned that your career is a big decision, and you can't just spend, spend, and spend." "Kids are expensive." "I know that when you grow up you have a lot to think about and you have to save your money and you can't go out and blow it." "I thought my parents were just being mean when they wouldn't get me what I wanted, but now I know how much it costs to live."

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Family Resource Management

(refers to Plan of Work Goal 5, Output Indicator 10 and Outcome Indicator 9)

- a) This 4-H school enrichment project on money management was taught to 177 youth (17% of which were Hispanic) in four schools in Saline County. Each classroom was visited four times for an hour each time for a total of 32 hours direct teaching time. Concepts taught include: savings, making money, safeguards against counterfeiting money, sharing, counting money, consumer purchasing, etc.
- b) Impact - Evaluations from teachers completed after the project showed the students reported learning: how to save money to buy things they really need, how to identify counterfeit money, not to be greedy, how money is made, how interest is earned, to watch how you spend your money, and how to pick out an item and pay for it. The teachers reported from their viewpoint what they felt the students learned: value of saving money, having money means you have to work for it, about new bills, about interest, and about using checks.

Specific teacher comments were: "I think you have a good variety of activities and provide a wide base of knowledge, so all students, from lower to more advanced abilities, gain something." "The students really enjoyed the books you read, making the banks, using magnifying lens to look at money, playing store, and the movie about the kids' bank in Denver." "It was good for them to learn about interest and saving money. Also about using checks." "I am sure the students learned more about the value of money and saving it. They really enjoyed making the banks and the 'shopping.' Thanks so much for coming and presenting the lessons. The kids looked forward to each one." "You did great! I loved the hands-on things you did each week—the banks, the purchases of items, the money counting and exploration."

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Impact of Change on Rural Communities

(refers to Plan of Work Goal 5, Output Indicator 9 and Outcome Indicator 8)

- a) The Master Navigator program is a community Internet program designed to build upon local capacity in Nebraska's rural communities. It began in 1997. Modeled after Extension's Master Gardener program, the Master Navigator program provides Internet training to community members who originally agreed to spend time teaching others, building community Web pages, or engaging in other activities which promote the use of the Internet. The training consists of an optional pre-course on Windows 95, five three-hour classes held in the community, and a six-hour regional workshop. The Master Navigator program is a collaborative effort involving three units within the University of Nebraska (Cooperative Extension, Communications and Information Technology, and the Center for Applied Rural Innovation) and the Nebraska Department of Economic Development (DED). Funding is provided by DED and the USDA Extension Service.

Since 1999, the Master Navigator program has been managed by a newly established team called ConNEcting Nebraska Technology. Team members are: Dewey Teel, Connie Hancock, Dorthy Davis, Carroll Welte, Phyllis Schoenholz and Dennis Kahl. This team over the past year revised the

Master Navigator Handbook provided to each participant as well as arranged instructor training and adapted the Minnesota Electronic Main Street program materials to Nebraska. The Electronic Main Street is an on-line course that was piloted in January, February and March of 2000.

- b) Impact - The Master Navigator program since 1999 has directly impacted over 483 people through their participation in the six week course where they learned how to navigate Windows 95/98, utilize the web for searching for information, become skillful at using the many features of e-mail, learn how to use some of the more advanced features of the web like discussion groups and listserves, chat rooms, and more. Many navigators are interested in designing web pages, so a session on developing web pages is included. Each Master Navigator class wraps up with a session to develop ideas and make commitments on how they can provide technology leadership within their community. Some class groups have taken that responsibility to heart.

Following are a few examples of how graduates of the Master Navigator program have contributed to the advancement of technology in their community.

- Teaching and assisting in teaching new Master Navigator classes. Participants that are comfortable in a teaching situation have been able to help extension educators out by taking on the major task of teaching the class.
- Some Master Navigators have been able to enhance their skills and become confident enough to teach specialty classes with 4-H Youth Navigators, using digital photography equipment such as cameras, video transfer and scanners. Two Master Navigator graduates in Seward county taught seven specialty classes reaching 22 youth and 49 adults.
- Teaching community leaders how to use the web for stock market investing. One individual who took the Master Navigator class a 78 year old who hadn't touched a computer came away with such an enthusiasm for the internet that he bought a new computer and within six months had trained himself on all the features of making stock transactions on the web. He then called his extension educator and said he was ready to teach a class on web stock market trading. He prepared all the materials, it was publicized in the local paper and representatives from several banks attended the workshop and then went and tried it themselves.
- Chamber of Commerce leaders and Information Technology committee members who took the Master Navigator class have invested over 100 hours of time in organizing an effort in one community to involve the local high school business and computer classes in developing chamber of commerce member web sites. It worked! Approximately 140 chamber members agreed to work with the high school classes in developing simple business card web sites with photos. The classes presented the finished product to the business owner for approval to upload to the local community web server. Since that time, one of the high school students has gone on to college and put together a business locator database so that web pages can be searched for easily.
- A county commissioner who took the Master Navigator class took on the project of seeing that the county had a web site. The office manager in the Extension Office was offered the opportunity to be trained in web design and became the web master of this county's website. Due to the time commitment of the web master responsibility, the county commissioners added 20% of time on to the other extension office manager's job to make it full time. The county government web site has become very interactive since it was implemented in June, 1999. The extension educator has provided two training sessions for county staff and one for city staff. The county clerk's office has been posting county commissioner agendas and minutes as well as election results since January 2000. The number of visitors to the site has been increasing steadily each week. Many other items are also on this site.
- Volunteer Master Navigators have also helped relieve some of the time commitment of Extension

Staff in teaching Senior Citizen how to use E-mail, Internet and send photos. This audience continues to grow. According to one County Aging Services Director, "Your expertise and your Master Navigators expertise in computers has provided 61 people in our county with some computer knowledge. Hopefully those with computers that are collecting dust, went home and put their new learned skills to work." Many have put their skills to work and are communicating regularly with family members.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Impact of Change on Rural Communities

(refers to Plan of Work Goal 5, Output Indicator's 6, 7, & 8 and Outcome Indicator's 5, 7 & 8)

a) Begun in 1996, the Nebraska Rural Poll gathers the aggregated voice of rural Nebraskans and relays its findings to state lawmakers, ensuring the rural voice is heard. Its goal is to give local and state leaders a better understanding of the issues, challenges and concerns of Nebraska's rural citizens. The Rural Poll is an annual effort that focuses on such issues as community, government policy, well-being, and work. Core questions are included every year; over time these core questions will provide insight about trends and changes occurring in rural Nebraska. In addition, each year rural citizens and government officials form an advisory committee that identifies key issues or topics to include in the survey. Poll findings are distributed to members of the Nebraska Legislature, staff members of the state's congressional delegation, and other state and local leaders to facilitate their decision-making.

b) Impact - The Rural Poll allows the voice of rural Nebraskans to be heard on various policy issues. Results from the Rural Poll have been included in testimony before several legislative committees. It also provides local and state leaders information about rural Nebraskans' opinions on various issues. Nebraska Governor Mike Johanns stated, "As Governor, I believe it is vital to stay in touch with the issues important to citizens in all parts of the state. The information compiled in the Nebraska Rural Poll will be a very useful tool as we make decisions which will affect rural Nebraska." And, Nebraska State Senator Bob Wickersham, District 49, shared, "...it tracks the shifting of opinions over time and asks about long-term concerns rather than the issue of the day. The Poll is prepared without an agenda other than the discovery of opinions about issues concerning rural Nebraskans." Rural Poll results have been cited in the Wall Street Journal, New York Times and in USA Today. Another outcome of the Rural Poll was the Nebraska Rural Development Commission's use of the data on rural Nebraskans' preferences for the future to develop its rural development strategies for the 21st century. In addition, in-depth analyses of Poll data provide a better understanding of the trends and issues in rural Nebraska. For example, data was used to write a recent article in the journal Rural Sociology that examined the factors that influence rural residents' satisfaction with their community.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Impact of Change on Rural Communities

(refers to Plan of Work Goal 5, Output Indicator 8 and Outcome Indicator 7)

- a) An annual conference is held to share sustainable agricultural production practices among producers from the U.S. and Australia, identify potential markets among consumers, and explore outreach education and ideas that could work within both groups of producers. The 2001 all-day conference was titled, "Getting Agriculture Back on Track—U.S. and Australia: A Gathering of Producers, Consumers and Scientists." The keynote speaker was Dr. John E. Ikerd, Professor Emeritus of Agricultural Economics, University of Missouri. He presented "Two Roads to the Future of Farming," which focused on a paradigm shift moving toward sustainable agriculture. His presentation was data-driven, enthusiastic and motivational. He discussed two types of agriculture that exist today—those driven by corporate profit and growth and those driven by the economic, ecological, and social dimensions of sustainability. Several producer panels from Nebraska and Australia presented information on their agricultural enterprises and issues that they face. Small groups discussed barriers to sustainable ways of farming. The 2001 conference was sponsored by The University of Nebraska-Lincoln's Center for Applied Rural Innovation, and the International Programs Division of the Institute for Agriculture and Natural Resources; the Nebraska Rural Development Commission; and the North Central Region Sustainable Agriculture Research and Education Program (SARE).
- b) Impact - Nearly 100 producers, consumers, and land grant researchers were involved in the gathering, with 43 from Australia. More than 60 participants requested copies of Dr. Ikerd's paper. Video tapes of the conference were later provided to the Australian group coordinator and others who requested them.

The conference was a start of something that may grow in the future and provides a model for producers from around the world to look at their on-farm production practices, changing consumer markets and political climate, and through and exchange of ideas enhance sustainable agriculture across the world.

The change in sustainable agriculture may be a new market that includes the University of Nebraska. Currently sustainable locally grown products are not offered in the student union system in Nebraska. At this conference producers organized and were allowed to provide the food. They have developed a pricing schedule and may actually find a new market because of this gathering. Sustainable agriculture may become more international enhancing the concept of locally grown agricultural products.

- c) Scope of Impact - State, Federal and International
- d) Funding:
 - NU Cooperative Extension
 - IANR International Programs
 - NE Rural Development Commission
 - North Central SARE Program

Key Theme - Impact of Change on Rural Communities

- a) A group of UNL researchers, under the leadership of the Center for Applied Rural Innovation, conducted a multi-method statewide analysis of housing supply and demand in Nebraska. This study

involved: an analysis of all existing comprehensive plans and housing studies (including those for special populations), a survey of all municipalities across the state, phone interviews with all county tax assessors, phone interviews with housing programs, focus groups of special populations, surveys of lenders and homebuilders, and research of innovative housing programs from other states. Based on all this data, gaps in the state's housing supply and demand were identified and detailed recommendations were made for what can, and should, be done to minimize barriers to affordable housing and maximize opportunities in Nebraska.

- b) **Impact** - This study has provided a comprehensive database of housing information that can be added to each year. The study can be easily replicated in future years to update the data. It is anticipated that the findings of the study will be used to address housing issues across the state and will provide documentation on how to distribute CDBG funds. The results have documented the housing needs of Nebraska's communities and will be used to emphasize these needs on a national level through communication with the U.S. Department of Housing and Urban Development.
- c) **Scope of Impact** - Statewide
- d) **Funding:**
NU Cooperative Extension

Key Theme - Impact of Change on Rural Communities

(refers to Plan of Work Goal 5, Output Indicator's 7, 8 & 9 and Outcome Indicator's 7 & 8)

- a) Education is the key to building technology skills for Nebraska citizenry and businesses. The building and usage of Information Technology will ultimately lead to a strengthened rural economy and stabilization of the population. Nebraskans often prefer getting information and building skills in informal educational settings. The preferred time frame is the use of short-term non-credit courses offered in their locale. Participants want information that is useful and relevant, and that is facilitated in a safe environment, where they can get their questions answered. The Cooperative Extension system is a state-wide system that has a history of informal education used by Nebraska citizenry. (Cooperative Extension has offered technology training throughout the state since 1997 with the Master Navigator course.)

A need arose to coordinate efforts regarding Information Technology curriculums taught through Cooperative Extension. In 1999, Extension staff, representing the five districts across the state met with Dr. John Allen of the CARI Center to discuss the need for coordination. A team was formed with the following members: Dorothy Davis (West Central Research & Extension Center/District), Connie Hancock (Cheyenne and Kimball/Banner counties), Dennis Kahl (Seward county), Phyllis Schoenholz (Thayer/Nuckolls counties), Dewey Teel (Antelope county), and Carroll Welte (Burt county). The purpose of the team is to coordinate educational efforts, update current curriculum, develop new curriculum, deliver Information Technology courses and train others to teach/facilitate Information Technology curriculum (s) in rural Nebraska.

At present, two basic courses are offered. Master Navigator teaches adults and youth how to use email and web based applications to access information on the Internet. Evaluations indicate that participants not only develop skills, but gain confidence in their ability to use computers for both home and business use. For impact of this curriculum see the Master Navigator EARS report (2001).

Nebraska Electronic Main Street curriculum introduces the concept of commerce to rural businesses and rural community agencies. The curriculum helps businesses determine whether or not commerce is feasible for their business enterprise. (See EARS report.)

Members of the conNEct Team are facilitating the training across the state, as well as serving as resource persons for other class facilitators. Additional course teachers/facilitators have been trained at "train the trainer" workshops. Newly trained include other Extension Educators, Nelson Fellows Institute participants, volunteers working with the Hispanic population, and Real Enterprise Assistance Program (REAP) staff/volunteers. These new partnerships have resulted in additional classes being offered across the state.

Additional network partners in the delivery of Information Technology courses include: Northeast Community College, Southeast Community College, Western Community College, Mid-Plains Community College, local county commissioner/supervisors, various local community agencies/organizations etc.

- b) Impact -** In the spring of, 2000 the conNEct Team and AIM Institute (Applied Information Management) partnered to write for and received a \$110,000 NITC grant. As a result of the funding, the AIM Institute, CARI and conNEct Nebraska team conducted two surveys focusing on rural Nebraska businesses. These two instruments have identified specific curriculum needs for businesses in rural communities, and will be used to develop future curriculums.

The AIM Institute's developed the curriculum "Seizing Tomorrow: E-Commerce for Main Street Business." Several topics within this new curriculum can serve as "stand alone" one-time educational piece as well as be additional resources for the Nebraska Electronic Main Street curriculum offered.

Also, in conjunction with AIM, the conNEct team and other governmental departments/agencies sponsored an E-Commerce conference in Hastings, NE during October 2001. The conference specifically targeted rural Nebraska businesses the first day, and school educators the second day. In addition to teaching available curriculum, team members have authored other resources including a community leadership lesson "Safe Surfing.com" (and training video of the same name), NebFacts (Basic Computer Glossary of Terms, Internet/World Wide Web Glossary of Terms, and E-Mail Glossary of Terms, and a multitude of Communipak news articles which are available throughout the Extension system.

As new developments and changes occur in the realm of Information Technology, team members update the Master Navigator curriculum. Master Navigator has also been included on a web based distance learning module with Blackboard's Course Info. Information about the conNEct Nebraska team and curriculums can be found on the connecting.unl.edu website. conNEct team members and other CARI staff are working on web site developments to allow registration on-line. Nationally, other universities have contacted members of the conNEct Nebraska team to introduce the Master Navigator curriculums in their states.

The Nebraska Electronic Main Street which was originally authored by University of Minnesota Extension, has been updated by the team for Nebraska resources. Again, as technology changes occur, the curriculum is updated. Communication between the two universities are negotiating a web version of the manual.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Applied Information Management (AIM) Institute

Key Theme - Impact of Change on Rural Communities

(refers to Plan of Work Goal 5, Output Indicator 9 and Outcome Indicator 8)

a) Advancing information technology statewide is a goal of University of Nebraska Cooperative Extension 4-H. It's especially interested in helping young people develop the technical and entrepreneurial skills that could encourage them to stay in Nebraska. 4-H kicked off its plans with a Cyber Fair at the 2001 Nebraska State Fair, which organizers believe was the first such event at a U.S. state fair. Gateway Inc. loaned computers for the event. Demonstrations by Nebraska 4-H members and others helped 17,000 fairgoers learn first-hand about the Internet, interactive educational games and the latest technology. U.S. Rep. Tom Osborne was on hand to discuss technology's importance to economic development opportunities for youth statewide.

b) Impact - Based on the event's success, 4-H and Gateway have partnered to offer local cyber fairs in five Nebraska counties in 2002. 4-H hopes to develop a cybermobile, a computer-equipped and Internet-connected vehicle that will travel the state to teach about technology. Gateway intends to use Nebraska's 4-H Cyber Fair as a model for creating similar events in other states.

c) Scope of Impact - State Specific

d) Funding:

Gateway Inc.

Alltel

Computer Cable Connection

Nebraska Rural Development Commission

Key Theme - Jobs/Employment

(refers to Plan of Work Goal 5, Output Indicator 7 and Outcome Indicator 7)

a) Chicory has been extensively grown in Europe since the 16th century. Chicory is being grown in Europe today as a source of inulin, fructose, salad greens, and flavorings. Dried chicory roots are also being extensively used in the beverage industry and as an ingredient for pet foods. The University of Nebraska first published a bulletin on growing chicory in 1897. At that time chicory roots were roasted and utilized as a coffee substitute. Since that time chicory production in Nebraska and the U.S. has been almost nonexistent except for an occasional volunteer plant growing along a roadside. Within the last several years there has been renewed interest in growing chicory as a source of inulin. Inulin is a carbohydrate found in large quantities in the chicory root. Inulin is made up of linear chains of fructose molecules connected by beta (2-1) linkages. Fructose chains are composed of 3 to 60 units of fructose and terminate in one glucose molecule. Inulin can be extracted from the root in a pure form and utilized as a food ingredient or the roots can be sliced and dried and mixed with other ingredients and utilized in pet foods. The ingestion of moderate amounts of inulin can act as a prebiotic that nourishes

the beneficial bacteria in human and pet digestive systems which promotes a healthy digestive system and overall health.

Researchers at the University of Nebraska Panhandle Research and Extension Center have been examining chicory production in western Nebraska since 1995. During that time studies on plant physiology, planting and harvesting dates, row spacing, plant populations, variety selection, irrigation, pest management, and machinery requirements for planting and harvesting have been conducted. These studies demonstrate that chicory can be successfully and economically grown in western Nebraska.

- b) Impact - Because of this research effort a new company, US Chicory, has been formed to process chicory in Nebraska. A \$2,000,000 drying factory is under construction in Scottsbluff for the receiving, washing, slicing, and drying of chicory roots. The dried roots will be sold to Nestlé USA to be utilized in pet foods. In the spring of 2001, four growers will plant 950 acres of chicory with production expected to increase to 5,000 acres in 2003. The crop will be purchased at a price of approximately \$55 per ton and with root yields estimated to average 19 tons per acre, local growers will benefit from the new industry. The drying factory will employ 25 to 30 people and will also add to the economy of the area. Several seminars were conducted in March 2001 to inform 20 growers on production techniques for growing chicory. Field studies will be established this spring to further examine weed control and newly released chicory cultivars. Field tours and news releases will be utilized during the summer of 2001 to inform producers on new developments with the crop.
- c) Scope of Impact - Integrated Research and Extension
- d) Funding:
 - NU Agricultural Research Division
 - NU Cooperative Extension
 - Hatch Act
 - Nestle Corporation
 - U.S. Chicory

Key Theme - Leadership Training and Development

(refers to Plan of Work Goal 5, Output Indicator 4 and Outcome Indicator's 5 & 6)

- a) The need to "grow your own employees" is a well known fact in today's business community. Panhandle Cooperative Association, Inc., a diversified agri-business with its corporate headquarters in Scottsbluff, recognized the need in 1999 to develop a comprehensive internal leadership program for their associates. An internal design team, working in conjunction with the UN Panhandle Learning Center, outlined a mix of workshops targeted at better understanding the internal business components of the organization and also highlighting key leadership issues.
- b) Impact - Since 1999, a leadership team of approximately 30 individuals has been identified each fall for the training. Internal topics, presented by Panhandle Coop Department Heads, range from budgeting and accounting practices, to better understanding the various components and interactions of the corporate organization. External, or leadership topics, presented by the Learning Center, have included such subjects as coaching for performance, conflict management, personality assessment, team building, skills for the new supervisor, marketing strategies, personal selling, and strategic thinking. Each year four internal and four external topics were identified for the eight day long

sessions held from October through March. Post-then-pre evaluations were administered following every external workshop to identify changes in understanding and awareness on key objectives. Of the 12 workshops that have been focused on leadership issues, the groups have averaged an increase in knowledge of .78 points on a three point scale. Each of the three groups has showed an increase in understanding on 100% of the learning objectives. One topic, performance coaching, has consistently showed the greatest increase in knowledge each year at 1.2 points.

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Leadership Training and Development

(refers to Plan of Work Goal 5, Output Indicator 4 and Outcome Indicator 5)

- a) Declining populations, school consolidations and other challenges can leave rural areas short on people who are prepared and willing to get involved with local issues and become community leaders. The Sandhill's leadership program, launched by University of Nebraska Cooperative Extension educators in 1997, gives residents in seven sparsely populated counties the skills they need to become effective community leaders. The program is open to everyone from high school students to senior citizens. Participants meet one day each month from September through April and address ethical leadership, personal and professional development and community issues.
- b) Impact - This program is building a cadre of Sandhills leaders, including high school students who are discovering their leadership abilities. Many of the roughly 60 people who have finished the course have become more involved in their communities, joined local organizations, assumed leadership roles or even ran for local public office. Eighty-eight percent of participants said the program made a positive difference in their lives.

One senior citizen wanted to learn to be a leader but feared public speaking. Thanks to the course, she speaks up regularly after being elected to her local village board. "I would never have done it otherwise." she says. For another participant, "this opened our eyes to the value of community."

- c) Scope of Impact - State Specific
- d) Funding:
Nebraska Forest Service
Participant fees
NU Cooperative Extension

Key Theme - Leadership Training and Development

(refers to Plan of Work Goal 5, Output Indicator 4 and Outcome Indicator 5)

- a) Forty two leaders from the Ord community completed the MLQ (Multi-factor Leadership Development Questionnaire).

Thirty three leaders from Cedar County were part of the program for project HOPE (Hope and

Opportunity for People and the Environment), an Environmental Protection Agency funded project.

Fifty-three upper-level students within the University of Nebraska-Lincoln participated in a training. Eighteen community leaders in Fillmore County went through a Full Range Leadership training.

- b) Impact - Before the Ord workshop, participants indicated that they often (36%) used Transformational leadership and 40% said sometimes. Following the workshop, their intentions were to 'almost always use' (40%) and often use (40%) Transformational leadership.

The Cedar County group indicated that they would use the transformational styles and decrease the less effective transactional styles. Three months after the training, one participant was quoted to have said "I have been using transformational leadership styles to influence the members of my cooperative to make necessary changes". As a result of the training, the City Council, Chamber of Commerce, and the Economic Development Board met together for the first time, and they plan to have a retreat where a vision for the community can be developed. Another group of community leaders who are not formally elected to office have been meeting to organize an action plan for the community without seeking formal authority. One of their activities was to organize a first winter festival for the Hartington community. A group of rural women, led by one of the workshop participants, organized and published the first county wide business directory. Over 20 volunteers helped with the effort. Another group organized the successful St. James Market Place where local artists, craftsmen, and farmers market their products.

Prior to the workshop, 43% of University of Nebraska student attendees reported they used the 4 "I"s of Transformational Leadership Often, while 0% reported they used them Almost Always. After the workshop, 91% of attendees reported that they intended to use the 4 I's of transformational leadership Often/Almost Always. These numbers demonstrate a strong intent to change behavior.

94% of the Fillmore County participants reported that they felt better prepared to use and practice the 4 I's of transformational leadership.

- c) Scope of Impact - State Specific

- d) Funding:
NU Cooperative Extension

Key Theme - Leadership Training and Development

(refers to Plan of Work Goal 5, Output Indicator 4 and Outcome Indicator's 5 & 6)

- a) Assessment of leadership needs from stakeholders is critical. One instrument was developed and administered involving specific alumni groups. These alumni initiate change and are visionary. Results are useful for Plans of Work across many Cooperative Extension Action Teams. A next step is that this population will be compared with one of less exposures to formal leadership training.

Understanding oneself as well as others is key to effective communication, team work and getting along in families, the work place, and with friends and neighbors. In the past three years 534 adults and 327 youth have gained a better understanding of themselves and others through participation in Personal Growth and Team Building Workshops using Real Colors Matrixx.

The University of Nebraska-Lincoln and Northeast Community College partnered with the Norfolk Area Human Resources Association to offer a six-part series in Leadership Development reaching 610 registrations for the total series.

The Saunders County Health Services and Cooperative Extension provides a series to enhance leadership skills providing quality health care within the region.

The Governor's Conference on Community Service is a collaborative effort to increase volunteer involvement throughout local Nebraska communities

Networking with established volunteer organizations pays dividends. The Nebraska Organization of Volunteer Leaders brought together 58 volunteer managers a one day annual conference.

The health care field understands its need to keep qualified staff and better serve their customers.

- b) Impact** - As all of the 386 respondents have enrolled in leadership curriculum at some time, this question was posed - identify training that would increase your effectiveness as a leader in your community, business or volunteer organization. The two requests most towards the 'Very Helpful' scale were 'engaging others in a common vision, and, inspiring others'. The next echelon was 'attracting the right people for the task, influencing others, generating solutions to problems, and, improving facilitator skills'. 2) Delivering these offerings overwhelmingly was via one-two annual workshops. There is support for a certification process. 3) This population prefers receiving such material as face-to-face followed by web-based and videotape. 75% of those responding are in the 41-60 years of age range.

Six-month follow-ups on a random sampling. An example of a concrete result is that 85% indicated that information learned in the workshop led them to change a behavior.

The strongest gains for people attending a multi-agency offering is identifying levels of team development, understanding the role of goal setting when implementing change, and adapting one's leadership style to different situations.

A sampling of the workshop series is that the management team now shares a common vision for their business.

Conferences held in concert with the Governor's office attract 350 registrants. 100% of participants indicated that they will use the information gained in the sessions and programs in my job. 87% of participants indicated that they increased their leadership skills through the conference experience.

88% of the participants felt more equipped to place volunteers in jobs that match their talents. Also, 86% of the participants will implement a new idea. Most participants indicated that they would use the ideas shared during the volunteer recognition session. Additional ideas to be used were evaluation of volunteers and job descriptions.

One such example is a hospital investing \$2,100 and a hospital administrator stating that the hospital has gained at least five times the investment. Communication improves by at least 50% in six of the eight departments. Staff in one department indicated that understanding each other, tolerance and

empathy increased by 60% within the first week after the training, improving the working atmosphere within the department which in turn improved greatly the care and service they are providing to their patients.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension
Northeast Community College
Participant Fees

Key Theme - Leadership Training and Development

(refers to Plan of Work Goal 5, Output Indicator's 3 & 4 and Outcome Indicator's 4 & 5)

a) Students in action has been held since 1996 in the High Plains Extension Programming Unit in cooperation with the Educational Service Unit 16. More than 100 students from at least eight schools participate each year. Youth develop citizen leadership skills while addressing local community concerns. Tomorrow's Leaders Today involves nearly 200 youth in leadership roles in planning the conference, carrying out the conference, and community involvement following the conference each year.

b) Impact - Youth participating summarized their experiences as "This has provided me an opportunity to act as a leader in my community." "We are changing our community." Teachers responses to this style of interagency delivery are capsuled like this "I believe that it is very important to let our young people know they are valuable and that the choices they make today will have an effect on their future and the futures of their communities and our country."

Accomplishments with changes in attitude are summarized from this testimonial from a member of a teen leadership team - "I really believe that the mentoring groups are a very positive aspect of the conference. After talking with my designated school and sharing my ideas they were so pumped to start writing grants and raising money to improve their town. I really felt like I made a difference."

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Leadership Training and Development

(refers to Plan of Work Goal 5, Output Indicator's 3 & 4 and Outcome Indicator's 4 & 5)

a) Citizenship Extravaganza exposed youth from across the state to the Nebraska lawmaking process first hand.

During the first ever Unicameral Youth Conference, 20 youth from across Nebraska participated in a 24-hour legislative stimulation that took a bill from it's introduction in a committee hearing all the way through final reading and voting. Senators, legislative aides, policy experts and governmental agency representatives coached the youth as they progressed through this hands-on, experiential process.

- b) Impact - Evaluation tools are used to get assessments of retention and application. In these data set, 1.0 has no understanding/involvement and 5.0 has almost complete understanding/involvement. In looking at understanding how the role of the citizen participation in public policy making, youth scores increased from a mean of 2.59 prior to the training to 4.36 after the training. Following the training, 100% of the youth had either quite a bit of or complete understanding of the issue. In looking at understanding that conflict and controversy was a normal part of public policy, youth score increased from a mean of 3.90 prior to the training to 4.50 following the training. After the training, 82% of the youth had either quite a bit of or complete understanding of this concept.

When looking at the process of how a bill becomes law, youth scored as 2.77 prior to the conference compared to 4.38 after the conference. Before the conference, the youth rated their desire to become involved at 2.19 while following conference the score increased to 4.11. As a result of the conference, 84% of the participants increased their interest in politics as a career. Daily life was certainly affected in this comment - "It lets me know how to make a law and will let me know about what it takes to make a law", and, "I will pay more attention during political news on TV." What was their perception of what was learned? "I learned about the whole approach to making and passing a law", and, "I can say I learned about the budget and how a Unicameral works."

- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension

Key Theme - Parenting

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator 12)

- a) Three counties work with the juvenile diversion program to help with the educational classes that are given to the youth and their parents. In all three counties the UNL - Extension were the main agency to get the program started. First time offenders are legally for this program and the parents are required to attend classes with their youth. The youth can go through the court system or take diversion program.
- b) Impact - In Beatrice since 1998 there is a Recidivism rate of 30% or 70% of the youth are not coming back into the Court system. 262 youth took diversion and 326 parents participate in the educational classes for diversion. It is estimated that \$700 per student is saved in court and support costs by going through juvenile diversion, so the saving would be around \$183,400. One youth has realized after taking the class that she is not a failure and plans to go on to school after high school. A big significant change in the youth is they start opening up the communication lines between the youth and parents. All parents responded positively about going through Juvenile Diversion rather than court. It is a good experience for both kid and parents, it is too bad that it took trouble to cause us to attend.

Success markers are identifiable actions or behaviors which indicate successful accomplishments. They are listed as Expect to see, that must occur before there can be any successful outcomes. Like to see are the more immediate behaviors or new practices as they start to apply new knowledge and skills, or alter attitudes or aspirations. Love to see success markers are long term or higher order behavior changes that come after like to see. The adults from two of the classes after three months in the program had reached an average of 85% for Expect to see, 51% for Like to See, and 29% for

Love to see. The success marker rates for the youth from two of the classes after three months in the program had reached an average of 65% for Expect to see, 43% for Like to see, and 17% for Love to see.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Nebraska Crime Commission

Key Theme - Parenting

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator's 10, 11 & 12)

a) Parenting and raising children is not easy for anyone but can be extremely difficult when families are faced with multiple challenges and living in a state of poverty. Employment First families, especially those experiencing more difficult times of moving from welfare to work need education in family life management and skills which includes parenting. Building Nebraska Families is funded by HHSS and is currently funded for the years 2001-2004 at \$2.2 million. This provides for 11 Extension Educators with 10 of those providing direct one-on-one intensive education for participants. Approximately one-fourth of the teaching is related to parenting or parenting type issues.

b) Impact - Program graduates say that, thanks to the program, they feel better about themselves, improved their time management and problem solving skills and are able to earn more money at their jobs. The average income for participants after the program is \$808.76 per month compared with \$446.19 upon entering. Some participants credit the program with helping them turn their lives around. For example, one graduate said the program gave her a chance to learn and get her life settled. "Without your program and my will to make it succeed, I would be nowhere," she said. "I don't know how I could ever repay you for the knowledge and courage you have helped me find in myself."

c) Scope of Impact - State Specific

d) Funding:

Nebraska Health and Human Services System

NU Cooperative Extension

Key Theme - Parenting

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator 12)

c) Extension Educators in a state wide effort to reach busy parents have distributed Parenting NUFACT phone message brochures to thousands of Nebraska parents. Almost 2000 messages were accessed from October 1, 2000 to October 1, 2001. Topics receiving the most calls in that period included Help

Dealing with Stress, Let the Theme Rather Than Alcohol Set the Party Mood, Good Study Habits Make School a Success, When to Toilet Train, and Feeding the 1-month Old.

- d) Impact - between July 1998 to October, 2001:
 - 6795 people have accessed parenting messages
 - Approximately 50,000 brochures were distributed by University of Nebraska Cooperative Extension plus at least 5 other state-wide agencies.
- c) Scope of Impact - State Specific
- d) Funding:
 - NU Cooperative Extension

Key Theme - Parenting

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator 12)

- a) In the 10th district, 350 parents have attended *Parents Forever* classes in the last two years. This figure represents over eight hundred children affected by the process of divorce. The purpose of these divorce education classes is to help the parents focus on the needs of the children. This is very difficult at a time when parents feel they have little to give – the children are the most in need of attention, understanding, and age-appropriate explanations of what divorce means to their safety, security, and everyday routine. *Parents Forever* became a pilot program in the 10th Judicial District in Nebraska in April, 1999. There are now 16 counties involved. Through Grants \$21,700 was received to start these programs.
- b) Impact - Judges also state there is a reduction in the number of parents who drag the cases out in court making it easier for the family to move forward with the needs of their children. A financial impact for the family and the court system is noted saving thousands of dollars in legal fees for the families and clearing the court docket for other cases. A minimum savings per family would be \$1,000 if the suggestions of the class are followed and the parallel parenting plan is used. There have been two families that have remarried and three families that have dropped the divorce proceedings. Although this is the ideal, the real impact of the class is that parents do learn to identify with their children's feelings and to communicate in appropriate ways. The use of the parallel parenting plan has shortened the length of time fighting custody and financial issues. Judges have seen a reduction in the number of families who come back to court after the divorce with "custodial issues".

One parent said, "This was great stuff, I can't believe I almost didn't come." "The requirement is often met with grumbles and groans from the parties, but after they complete the program most are glad they went," said 10th Judicial District Judge Terri Harder in Minden, one of the judges who mandates it. (*Parents Forever*)

- c) Scope of Impact - State Specific

- d) Funding:
NU Cooperative Extension
Nebraska Crime Commission

Key Theme - Parenting

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator 12)

- a) Positive Discipline for Parents in Recovery received a \$1,000 grant from Nebraska Children and Family Foundation that afforded extension personnel the opportunity to work with a non-traditional audience in a recovery center setting. The Bridge in Hastings is a therapeutic center for women recovering from drugs and alcohol addiction.
- b) Impact - During the 24 months that we have worked with the program (October 99 - October 01) the 50 women have ranged in age from 18 - 65. 98% of the participants were mothers and have experienced the opportunity to care for their children, often to the detriment of the children. The goal of the program, was to re-introduce mothers to parenting skills so once they were reunited with their children, they would be able to nurture the children and cope with the challenges of re-entry into the family and community. Positive Discipline curriculum was combined with the concepts of Building Family Strengths to teach them practical application skills. With the team effort of The Bridge, UN: Cooperative Extension, and other community supports, 8 women out of fifty are living in sober recovery within their Nebraska communities. One woman is 65 and is committed to nurturing her grandchildren. Two nineteen year olds are caring for their babies/toddlers with the support of family members. Many of the transitioned women have established new relationships with their adult children. The community support in 2001 doubled with the success of the first retreat. Success markers included: a large showing of family members representing a strong community of support; an increased ability of families to interact in a neutral setting around emotional issues; an increased sense of belonging to the family members who often feel left out during treatment; an increased desire to work together to conquer the disease, and an increased knowledge of how to nurture children and watch for signs of risky behavior.
- c) Scope of Impact - State Specific
- d) Funding:
NU Cooperative Extension
Nebraska Children & Family Foundation

Key Theme - Parenting

(refers to Plan of Work Goal 5, Output Indicator 11 and Outcome Indicator's 10, 11, 12)

- a) Active Parenting, Common Sense Parenting, Strengthening Families, Positive Discipline, Family Nights programs were the programs taught to parents of all ages.
- b) Parenting programs in a variety of forms reached at least 952 families. In addition educator in counties reported submitting 20 (on the average) news articles relating to parenting which reaching about 43900 households. After the class all parents felt they had increased their praise for positive

behavior and their ability to allow their children to talk freely to them. They were also able to improve their ability to have clear rules and consequences. Among the techniques they adopted that they felt made the most difference in their families were: Being a better listener; trying to be more democratic instead of dictator; trying to include children in more decisions and input; and to look for help with problems when they don't know how to handle them. Utilizing the **family strengths** as a focus 122 parents in a Mom's Group completed the American Family Strengths Profile. 92% of those parents chose a family strength to strengthen after the workshop. The community-based parenting programs in one county did show 93% would try to implement something they had learned with your family as a result of attending the training.

Forty-two individuals who have participated in many community coalition parenting and family programs in another county were surveyed. The survey provides a broad look at the findings.

<u>Statement</u>	<u>Very</u>	<u>Good</u>	<u>Sufficient</u>	<u>Somewhat</u>	<u>None</u>
Taught you new ways to deal with your child.	50%	42%	8%	0	0
Helped you feel like a better parent.	58%		33%	8%	0
Helped your family get along better.		55%		36%	9%
Reduced stress in your family.	55%		18%	18%	9%
Reduced the number of crises in your family.	50%	25%		12.5%	12.5%
Connected your family to community services.	89%		11%	0	0

Families for Prevention videos were distributed through elementary schools to parents who requested the tapes. Sixty three families were reached. About half of the families returned evaluations; of those, 33 saw one or more ideas that may prove helpful and 24 said they may consider changing some things as a result of viewing the tape.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator 7, and Outcome Indicator 7)

c) When it comes to starting a business, the idea is the easy part. The University of Nebraska Food Processing Center Food Entrepreneur Assistance Program helps entrepreneurs develop an idea into a successful venture. The Food Processing Center offers technical and marketing/business development assistance to entrepreneurs and established food processing firms. The center has helped Nebraska's food processing industry grow from 220 businesses when it opened in 1983 to nearly 400 today. Through the Food Entrepreneur Assistance Program, the center offers Product to Profit seminars and individualized assistance to get a business up and running. Participants receive help in many areas including product testing, label and packaging design, supplies and marketing.

d) Impact - The Food Entrepreneur Assistance Program can help save participating businesses about

\$20,000 in startup costs. Since the program began in 1989, it has helped 116 companies start. Seventy-two percent remain in business, compared with a national success rate of 50 percent to 60 percent for all small businesses. One company owner said the center helped him adjust a recipe from a small batch to a large one and advised on proper product labeling. "Their know-how was a tremendous time- and money-saver."

- e) Scope of Impact - State Specific
- f) Funding:
 - U.S. Department of Commerce
 - USDA special appropriation
 - Private sector funding
 - NU Cooperative Extension
 - NU Agricultural Research Division
 - Hatch Act

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator 8, and Outcome Indicator 9)

- a) Over the past two years, introduction to the internet classes called "Farming the Internet" has been offered to area agricultural producers and agribusiness persons. Over 60 workshop participants have learned some of the uses of the internet. The workshop focuses on educational uses, searching for information, internet purchases and sales, communications/email and decision making uses. The workshop introduces participants to the Cuming County Cooperative Extension web page (<http://cuming.unl.edu>) which is the core for the workshop.
- b) Impact - At the most recent workshop in November, 2000 the eleven participants indicated on a pre-test and post-test evaluation that they increased their knowledge in all eight items that were measured by over 35%. The two items that increased by over 43% were "What the internet can do for our operation" and "How the internet is used". When asked what was the most valuable part of the class, some of the comments were: "Cuming County Extension web page", "Hands on approach in class", "Your home page seems easy to use and full of interesting information" and "Found out I could get the information I need on the internet".
- c) Scope of Impact - State Specific
- d) Funding:
 - NU Cooperative Extension

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator's 7 & 8, and Outcome Indicator's 7 & 8)

Below are two examples of the Nebraska Electronic Mainstreet program that is being offered across the state of Nebraska..

- a) • A recent ConNEcting Nebraska Technology Training survey indicates that the business level of expertise with computers and technology is varied, however 79% indicated that a computer is used in their business, 58% have internet access in their business, 31% have a web site for their business. The number of businesses utilizing the web is increasing rapidly. It's especially important in rural communities.

With this in mind, we promoted the Nebraska Electronic Main Street Program. The Nebraska Electronic Main Street Program teaches business owners and managers how to use the World Wide Web for business expansion. It gives them an understanding of e-commerce and introduces them to the many business uses of the Internet. Through on-line instruction, participants determine the value of the Internet to their business. The course teaches them how to use a Web page to expand their markets, promote their business, and do business online. Learning the basics of promoting their Web site and developing an Internet marketing plan concludes the course.

- E-commerce is a growth industry! Information technology and the commercial use of the Internet continue to develop at a rapid rate. Rural Nebraska business can quickly get left behind in the race to utilize Internet technology in their business.

A total of 22 businesses with 25 persons participated in the Electronic Main Street series which was held in February/March 2001. It was a very diverse group consisting of individuals interested in starting their own business as well as existing business owners exploring their options to enhance their existing operations. One participant had a concept of marketing radio controlled model airplane plans over the Internet. Some participants were home based business while others advertize and market nationally.

The course consisted of four evenings in the Media Center at Fairbury High School utilizing the Internet connection to explore and learn about e-commerce. The e-commerce curriculum is web based and supported with a course manual. Ample time was provided for participants to search for information that related to their e-commerce situation.

b) Impact -

- The Nebraska Electronic Main Street Five Session series was conducted at the NPPD Computer Lab in York. Thirteen participants from eleven businesses or organizations participated. Instructors for the course were Daryl Wilton from the York Technology Committee and a Master Navigator participant, Robin Lindauer also from the York Technology Committee and webmaster for the York News Times, and Carol Thayer, Dennis Kahl and Gary Zoubek from Cooperative Extension.

Participants were surveyed at the conclusion of the course and were asked to evaluate it along with each of the five sessions. On a scale of 1-5 the highest marks went to rating the instructors for answering questions clearly and getting participants to think about the various possibilities (4.9). Each of the five session received a rating of 4.0.

Participants were also asked for three highlights of the course and although the responses varied greatly, typical answers include:

- Learning about other businesses that have been successful on the internet.
 - Learning the basics of E-commerce. Honest, timely information.

- Making me think...what direction I should be taking and how to go about it (or who to ask for help). A lot of "gee-whiz" sites and things I would have never known about.

As a result, one business has developed a Website which is up and running. In addition, they are now collecting email addresses for a promotional newsletter they're planning to implement soon. It will be used for tracking customers.

In addition, those that participated have developed a network of people to help them make better informed decisions about E-commerce.

- Impact from Fairbury -
 - At the start of the course 14 of the participants did not have a website. At the end of the course 11 of those indicated that they will get a website for their business.
- Seventy-three percent of the participants, that plan to create a website, plan to create it themselves.
 - Eighty-six percent of the business, which did not have a website, plan to begin doing business on-line.
 - One-hundred percent of the business, which had a website at the start of the course, plan to make changes in it as a result of the course.
 - One-hundred percent of the business that had a website at the start of the course expect to increase the amount of on-line business.
 - One participant that did not have a website at the start of the course, established a site and had it on-line the day after the course ended. He reported sales within days of establishment. His site features egg shell carvings and other art work.
 - Knowledge was "somewhat increased" or "greatly increased" in sixteen areas by 87% of the participants. "Greatly increased" was the term used by 32% of the participants in the sixteen areas.
 - Knowledge of promoting your website was greatly increased by 50% of the participants.
 - Knowledge of information available on the web was greatly increased by 44% of the participants.
 - Knowledge of promoting your business via the web was greatly increased by 44% of the participants.
 - One-hundred percent will recommend the course to others.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension
Fairbury Chamber of Commerce
Participant Fees

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator 9, and Outcome Indicator's 7 & 8)

- c) Hands on instruction is well received. The Roving Computer Lab is traveling in Northeast Nebraska to provide hands-on instruction. There have been 800 class participants yielding 2100 hours of instruction. Both numbers of hours of instruction and fees generated have already exceeded the amount

anticipated at the awarding of the grant.

Classes have included: Basic Computer, Windows 95 and advanced Windows Classes, Word Processing, Spreadsheets, Data Basis, Farm and Household Financial Records, and Internet Classes. This project was made possible by a technology grant from the Department of Economic Development which allowed the purchase of six laptop computers. Partners in the grant included the University of Nebraska Extension Service, Northeast Nebraska RC&D, Bloomfield School and Northeast Nebraska ComNet.

Local hosts have made it possible for computer classes to be offered in a community near the clientele. Librarians in ten communities have hosted classes. Extension Offices in six counties and the RC&D office have hosted classes. Local Chamber of Commerce, banks, and community groups have sponsored classes.

Internet connection has been provided free of charge by Internet Providers. Classes have also been held at the schools, utilizing their computers. Computers have been used for training specific audiences, including library staff and NRCS secretarial staff.

- d) Impact - Evaluations of classes are extremely positive. Almost all of the participants are positive about the class and the instruction. They also indicate they are more knowledgeable at the end of the program than at the beginning. Locations that have used the computers, want to schedule them in the future. The program has generated small business opportunities for several instructors. Many of the participants are utilizing the knowledge in a work situation. Several are using it to enhance their job skills for seeking employment. This project received the "Connecting Nebraska Award" in 1999 both at the district and state level.
- e) Scope of Impact - State Specific
- f) Funding:
 - NU Cooperative Extension
 - NE Department of Economic Development

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator's 7 & 8, and Outcome Indicator's 7 & 8)

- a) Ninety-four persons received information on using electronic commerce in their business or organization at an Electronic Commerce Conference in Norfolk held October 27, 2000. Featured sessions included UNL's Dr. John Allen who discussed the impact of e-commerce on rural America, UNO's Nebraska Business Development Center (NBDC) sharing information on what e-commerce is and how it works, and three northeast Nebraska business success stories describing how e-commerce is used in their business. Luncheon key-note presenter was NU Board of Regents Chair, Chuck Hassebrook. Break out sessions targeted agricultural producers, small business owners/entrepreneurs, and community representatives.
- b) Impact - Participants reported through the pre-post evaluation knowledge was gained in all twenty-eight areas surveyed. The knowledge of the group increased 1.57 points on a 5-point scale. Responses were analyzed using a paired t-test and showed significance at the $p < .05$ level on all items. All

participants reported knowledge gain in all of the workshops in which they participated. The most frequently mentioned uses of the information received were: start my own business; add e-commerce to my business or organization; and use the information to teach others. The conference was sponsored by the following organizations: University of Nebraska Cooperative Extension, Northeast Community College, Wayne State College, The Center for Rural Affairs, The Day Companies, the Northeast Nebraska Technology Initiative and US Bank.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator 7, and Outcome Indicator 7)

a) Fifty-three persons received information on marketing strategies and exceptional customer service at a day-long workshop held at the Lifelong Learning Center in Norfolk, Nebraska, in September of 1998. The session was taught by Dr. Gene Koepke of the University of Nebraska at Kearney. Participants represented manufacturing and retail businesses, a large whole-sale business, a hotel chain, and public agencies.

b) Impact - Ninety-two percent of participants reported they received practical information they could use in their business. A follow-up focus group of participants conducted in March of 2000 revealed that the owner of a regional retail business had changed his weekly sales meetings from 100% product knowledge to 60% customer service/40% product knowledge as a result of the workshop.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator's 7 & 8, and Outcome Indicator's 7 & 8)

a) "Promoting Ag's Future with Brand 'U' Products" program, funded through a SARE Professional Development grant, was a series of four seminars presented over the University's satellite/distance learning system. Over forty people participated in four states.

The seminars focused on encouraging agriculture professionals (Extension Personnel, agricultural lenders, USDA personnel, educators, etc) to stimulate farmers and ranchers to 'think outside of the box,' with the end result being increased profitability for family operations.

Topics addressed included entrepreneurship in the context of agriculture, current food trends, supply chain economics, alternative marketing and market planning, value-added production, and business planning. Through these seminars, we sought to more fully develop the participant's understanding of these topics so that they might better assist producers in examining options for their farm or ranch. Program goals included:

- To increase professionals knowledge of the entrepreneurial process
- To become familiar with the state/local/and federal resources available for starting a value-added enterprise
- To foster confidence in assisting producers pursue value-added ventures

b) Impact - Participant response to a final evaluation was 20%. Respondents to our survey represented extension educators, research personnel, college instructors and NRCS personnel. There were five possible answers to most questions ranging from strongly agree to strongly disagree, and participants were asked to pick the most fitting answer to several statements regarding their confidence and knowledge prior to and after the seminars.

Before and after questions showed a slight increase in awareness of different factors affecting entrepreneurship. These factors ranged from business planning to market research. Questions pertaining to participants intentions of continuing the aim of this program, whether through attending other such seminars or organizing other such programs to help producers, answers were even before and after. However, when asked if they felt confident of their ability to assist a producer in transitioning their operation, answers generally climbed two steps from before to after.

Some topics of further interest identified by participants include food service/distribution regulations, holistic farm/ranch management, business planning, alternative agricultural ventures, non-food enterprises, organic production, identity preserved products, and sustainable practices.

"Promoting Ag's Future with Brand 'U' Products" served to get the ball rolling in western Nebraska and introduced our participants to some new ideas and strategies for bringing more of the food retail dollar home. But this is only the beginning. Some participants from the Panhandle Research and Extension Center organized a similar program with many of the same speakers designed to take these marketing and production strategies to the farming and ranching public.

c) Scope of Impact - State Specific

d) Funding

NU Cooperative Extension

North Central SARE Program

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator 9, and Outcome Indicator 8)

a) In an effort to help businesses explore the possibilities information technology holds for them, the University of Nebraska-Lincoln Center for Applied Rural Innovation (CARI) has developed the Nebraska Electronic Mainstreet Program which utilizes a curriculum developed by the University of Minnesota Extension Service. This program is under the management of the conNEcting Nebraska Technology Management Team, consisting of 6 University of Nebraska Cooperative Extension Staff. The team is responsible for the management of the community based curriculum - marketing, pricing, teaching, training the trainer. In an effort to be more responsive to the needs of Nebraska business owners, a survey of rural Nebraska businesses was conducted to determine their current technology use as well as their future training needs.

This study was funded by the Nebraska Information Technology Commission and was conducted in partnership with the Applied Information Management Institute (AIM). Self-administered questionnaires were mailed to 900 businesses in rural Nebraska. A response rate of 45% was achieved (382 completed responses were received out of the 850 deliverable surveys). The results have been compiled, analyzed and recommendations have been developed. A report entitled Nebraska Business Use of Information Technology was written to detail the results and recommendations.

The results reveal that information technologies are widely used by Nebraska businesses for a variety of business operations. Seventy-nine percent reported using a computer in their business, just over one-half (58%) of the businesses used Internet access, and 31 percent had a Web site. Overall, there were relatively few businesses extensively using many current applications of Internet technology. However, results show that the businesses expect these applications to be important to the future of their businesses. In addition, 41 percent of the businesses expected to expand or restructure their businesses using information technologies in the future.

Most businesses seem eager to learn how to use information technologies in their business. Fifty-six percent said they were interested in learning how to use a computer and other information technology in their business practices.

- b) Impact - The businesses expressed a need for a better understanding of how the Internet can benefit their businesses. They also have a desire to learn how to use information technologies in their business practices. Thus, this survey has demonstrated that well designed programs (such as the Nebraska Electronic Main Street program) are greatly needed by rural businesses. It is crucial that business owners have the knowledge of how to use information technologies to remain competitive and expand their market opportunities. The unavailability of this knowledge to support business utilization of Internet technologies poses a serious barrier to the continued adoption and diffusion of information technology among rural businesses.

The results of this survey were used by AIM to develop an advanced training curriculum for rural business owners. This curriculum addresses the needs expressed by business owners in the survey. The conNEcting Nebraska team has adopted this curriculum for their use in training business owners in rural Nebraska how to incorporate technology to run their business operations more efficiently and to expand their markets globally.

- c) Scope of Impact - Multi-State

- d) Funding:
 - NU Cooperative Extension
 - Nebraska Information Technology Commission
 - Applied Information Management Institute (AIM)

Key Theme - Promoting Business Programs

(refers to Plan of Work Goal 5, Output Indicator's 7 & 8, and Outcome Indicator's 7 & 8)

- a) The North Central Initiative for Small Farm Profitability is a four-state effort designed to increase small and mid-size farm profitability. The initiative is attempting to do this through a unique and powerful blend of research, economic analysis, case studies, and most importantly farmer and rancher

“clusters” or groups. Partners in this project, funded by a three-year grant from the U.S. Department of Agriculture, are Iowa State University, University of Missouri, University of Nebraska, University of Wisconsin, Practical Farmers of Iowa, the Center for Rural Affairs in Nebraska, and the Michael Fields Agricultural Institute.

- b) Impact - More than 30 producers clusters have been formed in Iowa, Missouri, Nebraska and Wisconsin, focusing on a wide-range of products and markets. The clusters vary in size, location and market maturity, but all share a desire to try or apply innovative strategies to increase farm profitability.
Cluster members are selected to serve on a 20-member producer steering committee that will provide guidance and feedback on the initiative’s research, outreach and educational activities. A unique and powerful feature of this initiative is science-based, market-driven research that seeks to identify alternative products and the best way to deliver these products to consumers. Three reports have been produced and electronically distributed: *"Supplying Craft Breweries with Locally Produced Ingredients"* is an example of marketing research conducted in order to supply a manufacturer with locally grown or produced ingredients. *"Attracting Consumers with Locally Grown Products"* is an example of conducting market research to assess the needs of the consumer. The *"Specialty Cheese Market"* report is an example of the Four P's of marketing (developing a product, promoting your product, distributing your product, and pricing your product).
- c) Scope of Impact - State and Regional with National Implications
- d) Funding
NU Cooperative Extension
USDA

Key Theme - Workforce Preparation

- a) Since its inception in 1997, more than 1000 Employment First clientele have participated in the "Taking Charge of My Life: Employment First" seminar held in Scottsbluff and Alliance. The two-day seminar was developed in response to a survey conducted with panhandle employers. The survey indicated that employers wanted employees who came to work consistently and were ready to work when they arrived. They wanted employees with a "work ethic" and "a good work attitude." They were willing to train for job specific skills. The goals of the seminar were to give clients necessary life skills to become more self-sufficient, to help clientele become familiar with resources in the communities, and to help clientele prepare their employment first plan and contract. Seminar topics included: 1) Learning the Employment First Program, 2) Community Resources 3) Understanding Your Colorful Personality, 4) Goal Setting 5) Understanding Drug and Alcohol Issues at Work and 6) Development of their Employment First Plan.
- b) Follow-up evaluations showed that participants demonstrated an increase in understanding of the consequences of Employment First, an understanding of the fact that the participants are responsible for becoming self-sufficient and why employers make specific demands. Participants reported improved interaction with co-workers and their case worker as well as understanding of their own personality and communication preferences. The participants are willing to take more responsibility for their own actions. Participants also reported that they are better able to make decisions and set goals.

The seminar was created by a coalition of representatives from the University of Nebraska Cooperative Extension, Department of Health and Human Services, Job Training of Greater Nebraska, Curtis and Associates and Western Nebraska.

c) Scope of Impact - State Specific

d) Funding:

NU Cooperative Extension
Department of Health and Human Services
Job Training of Greater Nebraska
Curtis and Associates
Western Nebraska.

STAKEHOLDER INPUT PROCESS

A. Actions taken to seek stakeholder input

Cooperative Extension's eleven action teams (Community Residential Environment; Community Resource Development; Enhancing Food Safety in the Food Chain; Health Care in Transition; Integrated Animal Systems Management; Integrated Crop Management; Leadership and Public Issues Education; Natural Resources and Environmental Management; Preventive Health and Wellness Education; Sustainable Families; and Youth and Family Responsibility) are required to involve a minimum of five key stakeholders (determined to represent a significant population, organization or be a key political leader) for program input on an annual basis. During 2001 the action teams exceeded the minimum goal since over 100 key stakeholders participated in either a face to face meeting, telephone or written survey. The questions asked of stakeholders included:

1. Does the action plan address "real world issues"
2. Does the action plan represent work which is complementary, but not duplicative, of work of other educational entities
3. Are the goals clearly written, complete and appropriate
4. Are the outcomes to be achieved stated in measurable terms
5. Is there an element of risk included
6. Are there potential collaborators
7. Can the proposed action plan be accomplished with the constraints of resources
8. Are you aware of potential sources of grant/contract funding
9. Are there program elements that should be identified for reduction or elimination

Additionally some action teams asked stakeholders to become members of their Cooperative Extension action team. At least three of the action teams, leadership and Public Issues Education, Youth and Family Responsibility, and Community Resource Development added external stakeholders as team members through this request.

B. Brief statement of the process used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them.

Several venues are used to identify individuals and groups who give input to the programming process:

- Each of the eleven action teams are required to have input to revise their plans on an

annual basis to reflect the input of key stakeholders. It is the responsibility of the teams to identify at least five external stakeholders that are familiar with the subject matter and the related issues impacting citizens of the state. Generally these stakeholders are representatives of one of the several hundred organizations/agencies that are partnering with Cooperative Extension. Stakeholders this year represented over 100 different agencies/organizations with whom Cooperative Extension works. As an example, the Community Resource Development action team included the following stakeholders in their program decision making process: Winnebago Indian Tribe, Nebraska LIED Mainstreet, County Administrator, KRVN Radio, Mayor of a City, Nebraska Rural C & D, Staff of a Nebraska Congressman, Youth Representatives, Chamber of Commerce representatives, County Development Board Member, Community Information Technology Manager or the Nebraska Information Technology Commission.

- An attempt to increase the input of subject matter departments within the University system was added this year. Leaders of the eleven action teams, unit administrators of departments with subject matter related to Cooperative Extension personnel, extension and research administrators met to compare the goals of departments and extension action teams. Congruence between departments and extension actions plans supported goals established by the action teams. In addition to the action teams, subject matter departments regularly hold meetings of their advisory committees.
- It is estimated that approximately 10% of the 100+ individuals representing organization, agencies or businesses were minority.

C. How collected input was utilized

Minutes of meetings and reports submitted by the action teams indicates that while generally seen as on track, modifications were made to make the plans of work more inclusive of other agencies and representative of a broader base of participants. The general tone of comments of stakeholders was that action teams were focused on high priority issues. This confirmation by stakeholders verifies that the “continuously listening” model of Nebraska Cooperative Extension’s planning process is working.

Stakeholder suggestions most implemented almost immediately included additional marketing of educational programs, involving many of the stakeholder organization as partners in the delivery of educational programs. **There were many suggestions by stakeholders but one in particular broadly identifies a challenge to extension. Stakeholders indicated that rural America is fighting so many changes and they (extension) need to be prepared and have educational opportunities available to help address these changes.** Cooperative Extension has responded to this need of additional emphasis on rural America but changing the job roles of eight extension educators to deliver information technology related programs in rural Nebraska. Additional program materials related to e-commerce, e-government, e-agriculture are being added.

Additional themes heard from stakeholders that are being utilized in the delivery of action plans:

- Cooperative Extension needs to be able to respond rapidly. Extension needs to be able to provide educational opportunities as the needs change.
- Train public to use newest technology. Extension needs to use more of its technology to bring programs and information to small rural communities (many technology programs have been added)
- Deliver more programs by through technology (more distance education being used through satellite, polycoms, internet)
- Increase the number of partnerships to deliver programs

D. Is the Stakeholder Input Process Useful

Nebraska deems the stakeholder process useful because:

- Over 100 Nebraskans learned more about Cooperative Extension's plan of work ensuring that public awareness of programs continues to be built
- Input substantiates the future trajectory that programs are taking
- Co-sponsorship of programs with other entities becomes more likely as agencies/organization learn about programs
- Collaborating organizations become program participants as they learn about programing and enroll their staff for education events
- Collaborating organizations serve as a source of matching funds to deliver programs

C. PROGRAM REVIEW PROCESS

The eleven action teams are required to update their plans on an annual basis using the input of stakeholders and the evaluation results from programs delivered.

D. EVALUATION OF THE SUCCESS OF MULTI AND JOINT ACTIVITIES

A. Did the planned programs address the critical issues of strategic importance, including those identified by the stakeholders

Input received from over 100 stakeholders who were involved in a review of action team plans verify that the critical issues impacting Nebraskans are being addressed. Nebraska uses a "continuous listening" process for its planning effort. This system insures that the plan of work is reviewed and updated regularly. The accuracy of the action plans is verified by:

- Action teams meet at least face to face twice annually
- Several action teams use monthly phone bridge calls to insure that they are on track
- Action team leaders meet with subject matter department administrators annually to insure that the goals of the action teams are in congruence with research and extension goals of the University departments
- Action teams meet with their stakeholders
- Cooperative Extension administrators added this year, bi-monthly environmental scanning calls with University faculty to insure that the total system is focused on the highest priorities

B. Did the planned programs address the needs of under-served and under-represented populations of the state

Below are examples of programs initiated through input of stakeholders to address needs of under-served and under-represented populations.

- The Preventive Health and Wellness Education action team exemplifies the work that is being done to impact under-served and under-represented populations. Through input from Department of Health and Human Services stakeholders who are case managers for welfare to work families a new program was implemented to educate welfare to work families, primarily single mothers. This welfare to work program called Building Nebraska Families works one-on-one with the most difficult of the families moving off of the welfare roles. Eight FTE of Extension Educators have been hired with three more currently in the interview process through a contract with the

Nebraska Department of Health and Human Services to work with these families. Program graduates say that, thanks to the program, they feel better about themselves, improved their time management and problem solving skills and are able to earn more money at their jobs. For example, one graduate said the program gave her a chance to learn and get her life settled. "Without your program and my will to make it succeed, I would be nowhere," she said. "I don't know how I could ever repay you for the knowledge and courage you have helped me find in myself." Additionally the Preventive Health and Wellness Education action team met with stakeholders interested in issues related to aging of the state's population. The aged person, and the community infrastructure to support them will be the target for increased programming in 2002-2003 as a result of stakeholders indicating the need for a program emphasis in this area. A new Extension Specialist who's speciality is adult development (the aging process) will be hired.

- University of Nebraska Cooperative Extension is a partner in an Initiative for Future Agriculture and Food Systems project being led by Iowa State University. The title of the project is "A Land Grant Network to Enhance Tribal College Community Natural Resource Education Programs" and the other partners are Fort Berthold Community College, North Dakota State University, Sitting Bull College, Sinte Gleska University, South Dakota State University, and Nebraska Indian Community College. Inter-institutional and multi-disciplinary teams will carry out the following project objectives: 1) acquire and analyze data and prioritize natural resources research, extension, and education needs; 2) conduct research and community based outreach in the areas of fish and wildlife, forest and woodlands, crop and range lands, and soil and water; 3) strengthen Natural Resources Programs at the four Tribal Colleges which prepare students for careers on and off the reservations; and 4) build a consortia through representative decision making with which to manage the project and to be sustainable for future collaborations. Small and mid-sized farmers and ranchers will benefit through adopting improved management practices to increase environmental integrity and stimulate economic viability. Natural resource programs at the four Tribal Colleges will be strengthened through faculty development, collaborative projects, and student internships. Faculty of the eight institutions and stakeholder participants will increase their cultural understanding and ability to work together in reaching mutually beneficial solutions. Activity of this project began in late 2001 with planning meetings and talking circles with the Tribal Colleges and Stakeholders to identify priority issues to address.

C. Did the planned programs describe the expected outcomes and impacts

Goals identified in the five year plan of work submitted in 2000 which includes output and outcome indicators, as well as proposed impacts, are used as planning tools. At least three times during the year, the action teams were reminded that they were to collect impact data based upon the indicators identified. Three of the action teams are embarking on a process to collect this data through their web sites. It is generally felt that planned programs addressed the expected outcomes.

D. Did the planned programs result in improved program effectiveness and/or efficiency

Documentation of program impacts reinforce the effectiveness of Nebraska's Cooperative Extension program. Several impact reports developed for stakeholders are included with this document to substantiate the difference that Extension programs are making.

Efficiency is seen in the increasing number of multi-action team, multi-department and multi-state educational programs that are being delivered. Efficiency is exhibited by the Educators and Specialists as they continually work to develop programs that can be delivered in multi sites, using multi mediums.

The aggressive efforts of faculty to use electronic medial to deliver educational programs is helping achieve efficiency but more importantly is allowing program clientele to participate in programming on their own time and in their own space.

E. MULTISTATE EXTENSION ACTIVITIES

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

Institution: **University of Nebraska Cooperative Extension**
State: **Nebraska**

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

	Estimated Costs				
Title of Planned Program/Activity	FY 2000	FY 2001	FY 2002	FY 2003	FY2004
Goal 1:	<u>\$ 608,074</u>	<u>\$ 660,074</u>	<u>\$ 686,477</u>	<u>\$ 713,936</u>	<u>\$ 742,493</u>
Integrated Crop Management					
Integrated Livestock Systems Management					
Integrated Pest Management					
Sustainable Agricultural Production Systems					
Goal 2:	<u>\$ 123,641</u>	<u>\$ 128,587</u>	<u>\$ 133,731</u>	<u>\$ 139,080</u>	<u>\$ 144,643</u>
Pre and Post Harvest Plant and Animal					
Food Safety					
Food Processing and Food Service					
Management Food Safety					
Goal 3:	<u>\$ 10,131</u>	<u>\$ 10,536</u>	<u>\$ 10,957</u>	<u>\$ 11,395</u>	<u>\$ 11,851</u>
Human Nutrition, Health and Safety					
Health Care					
Goal 4:	<u>\$ 100,679</u>	<u>\$ 104,706</u>	<u>\$ 108,894</u>	<u>\$ 113,250</u>	<u>\$ 117,780</u>
Natural Resources Management and					
Protection					
Environmental Protection					
Environmental and Natural Resources Policy					
Goal 5:	<u>\$ 284,675</u>	<u>\$ 296,062</u>	<u>\$ 307,905</u>	<u>\$ 320,221</u>	<u>\$ 333,030</u>
Family Strengths					
Family Housing					
Telecommunications for Rural Areas					
Community Strengths					
Total	<u>\$1,127,200</u>	<u>\$1,179,200</u>	<u>\$1,247,964</u>	<u>\$1,297,882</u>	<u>\$1,349,797</u>

Elbert C. Dickey
Dean and Director

March 11, 2002
Date

Form CSREES-BASE (2/00)

E. MULTISTATE EXTENSION ACTIVITIES

Goal 1

Most of the multistate activities outlined in the Plan of Work to support the Integrated Crop Management, Integrated Livestock Systems Management, Integrated Pest Management, and Sustainable Agricultural Production Systems are continuing. Some highlights include:

- Cropping systems program coordination among Extension faculty in Kansas, Nebraska, South Dakota, and North Dakota. A joint inservice training was conducted in 2001 and another is being planned for 2002.
- The four state commercial horticultural workshop continues to be held at St. Joseph, MO for producers in Nebraska, Kansas, Iowa, and Missouri.
- The 2001 Central Plains Irrigation Shortcourse was hosted by Nebraska with support from Kansas and Colorado State University.
- Nebraska continues to provide leadership for the Livestock and Poultry Environmental Stewardship curriculum project. Fifteen states are involved in this national education program. The program team provided training in 2001 for state teams.
- The 17th annual Four State Beef Conference was held in 2001. Nebraska, Missouri, Kansas, and Iowa cooperate to plan, conduct and host this event.
- Nebraska serves as the host institution for the North Central Sustainable Agriculture Research and Education (SARE) program. The interaction among the twelve North Central states' extension programs in carrying out the SARE Professional Development Program adds value to each of the individual state programs.

Goal 2

Most of the multi-state activities outlined in the Plan of Work to support the Pre and Post Harvest Plant and Animal Food Safety, Food Processing and Food Service Management are continuing. Some highlights include:

- a HACCP video was produced for use in meat processing facilities to train employees. English, Spanish, Korean, Vietnamese and Chinese versions were produced and distributed to all small meat processors in the United States.
- Cooperation since 1993 between Kansas and Nebraska Food Safety faculty members has delivered workshops to Kansas and Nebraska Processors. A special emphasis has been placed on providing low cost workshops for small and very small meat and poultry operations (less than 500 employees.) To meet this need, Cooperative Extension recently organized a team of faculty at Nebraska and Kansas State to obtain funding to expand HACCP training and to include Cooperative Extension in Missouri and South Dakota in these programming efforts.

Goal 3

Most of the multi-state activities outlined in the Plan of Work to support the Human Nutrition, Health and Safety and Health Care are continuing. Some highlights include:

- Extension specialists working in air quality have developed and maintained a multi state program between Kansas State and Nebraska.
- In service education for Nebraska, Kansas, South Dakota and North Dakota have focused on learning skills for evaluation of programs. Approximately twenty-five Extension faculty

- members participated in an annual inservice education program sharing skills and program resources.
- An Extension specialist serves as editor of the ten states mountain region for the development and distribution of an annual report for the Food Stamp Nutrition Education program.

Goal 4

Many environmental issues are not state specific and require that educational programs be multi state based. Nebraska continues to be active in multi state programming. Some key examples are:

- The atrazine education program in the Blue River Basin of Nebraska and Kansas is continuing. The upper Blue River Basin is in Nebraska and the drainage flows into Kansas. Atrazine levels in the lower basin are an issue because the water is used for drinking water supplies. Kansas State University and the University of Nebraska continue joint research and extension programs to address the issue. Inservice education has been provided for extension educators and workshops and tours targeting producers have been conducted.
- The University of Nebraska, University of Missouri, Kansas State University, and Iowa State University cooperated to prepare a regional water quality coordination proposal for to CSREES in 2001. Although the proposal was not successful, the four states continue to interact on water quality issues. A proposal will be prepared in response to the 2002 request for proposals when it is issued.
- The 7th annual North Platte River Basin Water Policy Conference was held in 2001. The conference was organized by the University of Nebraska and co-sponsored by the University of Wyoming and irrigation districts in Nebraska and Wyoming. The conference has continued to address issues associated with the Platte River Cooperative Agreement proposals. Key issues are water supply and critical habitat for endangered species.
- The “Prevention and Control of Wildlife” handbook was edited by faculty members from the University of Nebraska and University of California and a USDA-APHIS staff member. The handbook continues to be used as a major resource to address wildlife damage management throughout the United States, Canada, Mexico and other countries.

Goal 5

Most of the multi-state activities outlined in the Plan of Work to support Family Strengths, Family Housing, Telecommunications for Rural Areas and Community Strengths are continuing. Some highlights include:

- The NxLevel course, “Tilling the Soil of Opportunity,” was introduced in 2000 as a curriculum for agriculturally based entrepreneurs. The curriculum is specifically designed for the producer searching for innovative ideas and enhance marketing opportunities. Direction for the development of the curriculum was provided by the University of Nebraska’s Center for Applied Rural Innovation and the University of Colorado at Denver’s Colorado Center for Community Development. Inservice training for faculty in interested states started in 2000 and will continue in 2001.
- Efforts began in 2000 on the Initiative for Future Agriculture and Food Systems project titled “North Central Initiative for Small Farm Profitability.” This effort will be conducting research and education aimed at improving the profitability and competitiveness of small and mid-sized farms and ranches. Producer clusters will be formed in the participating states of Nebraska, Iowa, Missouri, and Wisconsin to put research results into action in the cluster communities.
- An Extension housing program including Nebraska, Kansas and Iowa is focused on helping clientele receive immediate responses to housing questions. A 800 number telephone

response program is organized by Extension faculty in these states to save time answering questions.

- An Extension faculty member serves as a member of the leadership team for the North Central Extension Leadership Development program.
- An Extension faculty member and an Extension faculty member at the University of California Davis produce a monthly newsletter that is distributed electronically and in hard copy. The newsletter, “The Ups & Downs of Parenting Adolescents,” continues to gain national visibility.
- Nebraska Cooperative Extension has partnered with the University of Nebraska State Museum to develop the Wonderwise 4-H project, a series of informal science education modules that focus on bringing engaging science activities to youth, especially those in rural communities. The project will be piloted in eleven states (Nebraska, Kansas, Oklahoma, Wyoming, Montana, North Dakota, South Dakota, Michigan, Minnesota, Illinois, and Iowa) reaching an out-of-school audience of over 284,000 youth enrolled in 4-H camps, clubs, and special programs. The goals of the Wonderwise 4-H project are 1) To motivate 8- to 12-year old youth, particularly girls, to pursue an interest in and awareness of scientific activities and careers, 2) To create a positive image of women and minority scientists for youth participating in 4-H, 3) To improve the diversity and quality of 4-H’s out-of-school science materials by offering materials that are inquiry-based, multicultural, and tie science activities to the work of real scientists, 4) To help youth make connections between agricultural topics and their underlying scientific principles, and 5) To instill in youth a better appreciation of empirically-based knowledge and enhance children’s ability to use scientific reasoning. Each Wonderwise 4-H project module focuses on one woman scientist and one science topic, and includes an activity book package, a video, and a CD-ROM. The project started in May, 2000.

F. INTEGRATED RESEARCH AND EXTENSION ACTIVITIES

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

Institution: **University of Nebraska Cooperative Extension**
State: **Nebraska**

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

Title of Planned Program/Activity	Estimated Costs				
	FY 2000	FY 2001	FY 2002	FY 2003	FY2004
Goal 1:	\$ <u>550,116</u>	\$ <u>549,514</u>	\$ <u>549,514</u>	\$ <u>549,514</u>	\$ <u>549,514</u>
Integrated Crop Management					
Integrated Livestock Systems Management					
Integrated Pest Management					
Sustainable Agricultural Production Systems					
Goal 2:	\$ <u>66,244</u>	\$ <u>64,264</u>	\$ <u>64,264</u>	\$ <u>64,264</u>	\$ <u>64,264</u>
Pre and Post Harvest Plant and Animal					
Food Safety					
Food Processing and Food Service					
Management Food Safety					
Goal 3:	\$ <u>22,139</u>	\$ <u>21,450</u>	\$ <u>21,450</u>	\$ <u>21,450</u>	\$ <u>21,450</u>
Human Nutrition, Health and Safety					
Health Care					
Goal 4:	\$ <u>307,018</u>	\$ <u>289,356</u>	\$ <u>289,356</u>	\$ <u>289,356</u>	\$ <u>289,356</u>
Natural Resources Management					
and Protection					
Environmental Protection					
Environmental and Natural Resources Policy					
Goal 5:	\$ <u>156,006</u>	\$ <u>178,748</u>	\$ <u>178,748</u>	\$ <u>178,748</u>	\$ <u>178,748</u>
Family Strengths					
Family Housing					
Telecommunications for Rural Areas					
Community Strengths					
Total	\$ <u>1,101,523</u>	\$ <u>1,103,332</u>	\$ <u>1,103,332</u>	\$ <u>1,103,332</u>	\$ <u>1,103,332</u>

Form CSREES-BASE (2/00)

F. INTEGRATED RESEARCH AND EXTENSION ACTIVITIES

Below are a few examples of integrated Research and Extension activities.

Goal 1

Activity: Integrated Crop Management

In a cooperative activity with Colorado State University, Montana State University, University of Wyoming, and the USDA Agricultural Research Service, University of Nebraska Research and Extension faculty have recently published a new "*Sugarbeet Production Guide*". This is an extensive reference publication which incorporates the results of many years of research and demonstration in all aspects of the sugarbeet production from field preparation to harvest. This production guide follows a similar publication, "*Dry Bean Production Guide*" which was produced by the same collaborators a few years earlier and has proven to be extremely valuable for producers and others in the dry bean industry. It is expected that the *Sugarbeet Production Guide* will also have a beneficial impact on the efficiency and profitability of the sugarbeet production in the Great Plains.

Activity: Integrated Livestock Management

Hot, still, humid days are potential killers in cattle feedlots. A single, severe heat wave in 1999 cost Nebraska producers more than \$20 million in cattle deaths and performance losses. Management strategies developed through multistate research coordinated by a University of Nebraska animal scientist are helping to significantly reduce heat-related losses. The recommendations help make cattle comfortable without sacrificing overall performance by focusing on altering feeding routines and the feedlot's microclimate during hot spells. For example, changing feed schedules and intake during extreme heat keeps cattle cooler, avoids digestive problems and doesn't hurt overall performance. These research results have been shared during research and extension field days, been the basis for inservice training with Extension Educators, and been shared directly with feedlot operators in a variety of settings. Monitoring of weather conditions allows Extension Specialists and Extension Educators to provide alerts to feedlot operators when special caution should be taken to prevent potential heat stress losses. It has been possible to take the heat stress research results directly to the producer with a proactive extension education program.

Activity: Integrated Pest Management

A key example of the integrated research-extension effort related to IPM is the insect management effort targeting European corn borer. The research effort has addressed alternative control options including chemical control and the use of genetically engineered plants that provide biological control. The research results are used directly in a variety of educational programs including Research Center Field Days, Crop Protection Clinics, Corn/Soybean Expos, and Crop Management and Diagnostic Clinics. The target audience of the clinics is agribusiness and crop consultants which helps to multiply the transfer the

research result to agricultural producers. The results of a new research effort in integrated weed management are being used in integrated weed management workshops and research center field days.

Activity: Sustainable Agriculture Production Systems

An example of an integrated research-extension effort related to livestock systems management as well as to the value-added area is the project “Fresh Water Prawn Farming: a new agribusiness for small Nebraska farmers”. This project involves collaborators from the Agricultural Research Division, Cooperative Extension Division, and the College of Arts and Sciences. A ten member team is working to test the indoor farming of edible fresh water prawn (large shrimp) by small farm operators to provide supplemental income. A pilot demonstration is underway with 6,000 prawns now in culture for grow-out to market size in a former hog confinement facility.

With the decline in numbers of smaller hog producers, there are numerous hog confinement units now unoccupied and unused. This technology is a significant way to bring these facilities back into production. Continuous prawn production throughout the year occurs nowhere in the USA but is essential for year-round marketing and sales of live whole prawns to the restaurant trade, primary market. In addition, this industry would provide a market for soybean meal, distillers of grains from corn and corn meal for a pelleted prawn food.

Goal 2

Activity: Pre and Post Harvest Plant and Animal Food Safety

Major grant funding has been obtained to support both the Agricultural Research Division food safety activity and the Cooperative Extension Division food safety activity. This activity is highly integrated between the two divisions. The Cooperative Extension action team which coordinates the program, entitled "Enhancing Food Safety in the Food Chain," includes specialists with joint research and extension appointments. The research team which addresses a major component of the food safety research, *E-coli 0157:H7*, includes faculty with both research and extension appointments. Initial research findings on the occurrence of *E-coli 0157:H7* in pens of live cattle has produced results with potential short term application on reducing the *E-coli* incidence in cattle feedlots. The highly integrated teams involved will be able to transfer this technology into application quickly when appropriate.

Activity: Food Processing and Food Service Management Food Safety

IANR Research and Extension faculty continue to work with the United States' only federally inspected air-chilled poultry plant which is located in Nebraska. IANR research has indicated that chickens chilled with cool air may be less likely to be contaminated with disease causing organisms and last longer than broilers cooled in water. These preliminary findings are the bases for broader farm-to-table research,

including study of chicken farms to take safer chicken to market by pin-pointing factors throughout the production process that influence safety. Extension and research programs are working together to develop new guidelines for handling broilers and incorporate this into educational programs. They also continue to work with the poultry plant to enhance food safety through processing. The company is successfully marketing this premium grade poultry and production is expanding.

Goal 3

Activities: Human Nutrition, Health and Safety and Health Care

The research and extension program activity in Nutrition, Health and Safety is an ongoing effort with the leadership provided by members of the Preventive Health and Wellness Team. This team which coordinates programming has faculty with joint research and extension appointments. Additional research input is received through collaborative relationships with the University of Nebraska Medical Center. Major foci of this effort are reducing high risk behaviors of individuals (adoption of healthy life style practices) and increasing farm safety practices. One integrated effort studied a farm family as they learned skills for better managing hazardous farm practices. Research studies on tobacco and exposure to sun resulted in programs directed at school age children. The integrative work of this team resulted in rapid development of programming to meet the needs of clientele.

Goal 4

Activity: Natural Resources Management and Protection

Manure is an ideal fertilizer for cropland, but requires proper management to keep its nutrients from polluting ground water and surface water. Numerous research efforts have provided the basis for developing recommendations for comprehensive nutrient management plans. A University of Nebraska Cooperative Extension pilot program is helping producers and advisors develop state-required comprehensive nutrient management plans. Approximately 100 farmers and agricultural professionals participated in an educational program in 2001-2002. The research and extension faculty plan to expand the program to a statewide basis soon. Participants say this training helps them better understand, manage and use manure's nutrients to fertilize cropland and protect water quality and attain compliance with state and federal regulation. A survey found 78 of 2001's participants said they could develop a management plan after finishing the program and using the workbook.

Activity: Environmental Protection

In the Central Platte Valley Nebraska, intensive production of row crops under irrigation and fertilization

for many years has resulted in high nitrate-nitrogen levels in the shallow ground- water aquifer. A major USDA grant funded Agricultural Research Division and USDA Agricultural Research Service to study irrigation and nitrogen management methods to reduce the movement of nitrogen into the groundwater. Management practices were developed which have significantly reduced the fertilizer movement to groundwater. Education efforts by the Cooperative Extension Division have been used to transfer this information to area producers which has resulted in both reduction in the level of irrigation water application and nitrogen application over large areas. Several faculty involved in this project have joint extension and research appointments.

Activity: Environmental and Natural Resources Policy

Two examples of integrated program efforts in this area address water policy and livestock manure management. Research analysis of water policy alternatives provides the basis for educational programming and publications. This educational effort often provides input for policy makers. Research efforts on livestock manure management issues have provided input to the Nebraska Department of Environmental Quality as they develop regulations. Legal research has provided assistance to counties as they develop zoning policies to address livestock issues and assisted with educational programs targeting livestock producers. This is an ongoing effort.

Goal 5

Activity: Family Strengths

The research and extension program activity in Family Strengths is an ongoing effort with the leadership provided by members of the Sustainable Families Action Team. This team which coordinates programming has faculty with joint research and extension appointments in areas related to families. A significant component of this program is based on the family strengths research which has been developed into application based programs. Building on the six strengths of families research a month long statewide promotion was completed to promote the importance of families, workshops, web based educational information. The integrative work of research and extension has made this a successful program effort.

Activity: Family Housing

A faculty member with joint Agricultural Research Division and Cooperative Extension Division appointment works with the impacts of environmental disclosure policies and constraints on housing transaction practices. Both federal and Nebraska environmental regulations and policies impact existing housing environmental conditions and transactions and the property values as residential property changes owners. A journal article, "Effects of Constraints on Household Recycling Practices in a Five-State Area," was completed and accepted for publication in 2000. Results of this and other associated research are incorporated directly into extension programming with this faculty member. The faculty member also participates in a multi-state research project related to family housing.

Activity: Telecommunications for Rural Areas

Unless rural residents understand and harness information technology, rural communities risk being left out of the information technology revolution. To help prepare and position rural communities to make the most of the Internet, research and extension program activities are working to support rural communities sustain

and thrive in a competitive economic environment. Leadership for this effort is provided by members of the Community Resource Development Action Team. This team which coordinates programming has faculty with joint research and extension appointments in areas related to community development and technology. One large component of this program is built upon the research of assets of rural communities. Target populations are community leaders and businesses located in rural areas. This effort aims to position rural Nebraskans to make the most of technology to enhance community, businesses, educational and government operations.

Activity: Community Strengths

A study examines the effects of Meat packing on both new and longer-term residents of small, Nebraska towns. Interviews conducted by researchers in both Spanish and English measured perception and changes in perception on such subjects as housing, education and health care. After one year of research findings are still preliminary. One of the things that is believed by the researchers is that there are more similarities among Latinos and Caucasians than differences. This was a collaborative effort of between research and extension. Extension helped facilitate introductions and arrangements for the study completed by University of Nebraska researchers.

Summary of Multi-State Programs and Activities

Assumptions

- 1) Educator time including benefits and operating support is valued at \$32/hr.
- 2) Specialist time is \$51/hr.
- 3) Meeting costs (travel, food, hotel) are valued at \$300/day
- 4) Day is considered 9 hrs., a year is 2,250 hrs.

Multi-State Programs and Activities Supporting Goal 1:

Managing Change in Ag Conference - KS, ND, NE, SD

3 days - 15 faculty (mix of educators/specialists) x 9 hr. x \$42/hr	\$17,000
travel = 15 x 3 x \$300	13,500

Four-State Range Beef Cow Symposium - CO, NE, SD, WY

7 days - 6 faculty (specialists)(7 x 6 x 9 hr. x \$51/hr.)	19,000
4 days - 15 faculty (educators)(4 x 15 x 9 hr. x \$32/hr.)	17,000
travel = 21 x 2.5 x \$300	16,000

Four-State Horticultural Workshop - IA, KS, MO, NE

3 days - 4 faculty (3 x \$42 x 9 hrs. x 4)	4,500
travel = 4 x 3 x \$300	3,600

Four-State Grazing Meeting - IA, KS, MO, NE

3 days - 8 faculty (3 x \$51 x 9 hrs. x 8)	11,200
travel = 8 x 3 x \$300	7,200

NC SARE Program - host institution 50,000

Multi-State Soybean Cyst Nematode Project

John Wilson (38 days x \$32 x 9)	10,900
Project Support	2,500

Kansas-Nebraska Grain Sorghum Conference

2 days x 5 faculty x 9 x \$42	3,800
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Kansas-Nebraska-Colorado Tri-State Irrigation Meeting

12 faculty x 3 days x \$42 x 9	13,600
travel = 12 x 3 x \$300	10,800

Kansas Contract on Post-Harvest Grain Quality 7,000

Kansas Agreement on Sheep Programming 3,500

Regional Livestock Marketing Agreement - CO	7,500
NC Extension Committees:	
IPM - Bob Wright, 3 days x 9 x \$51	\$ 1,400
travel = 2 x \$300	600
PIAP - Shripat Kamble	2,000
PAT - Schulze, Ogg & Vitzthum	6,000
Alternative Swine - Levis & Bitney	4,000
Regional Swine Work - Levis, Brumm, Reese, Bitney	
70 days x 9 x \$51	32,100
Farm Management - Selley	2,000
Small Farms - Jim Peterson	2,000
MWPS Meeting - Stowell, Shelton, Koelsch (contributes to Goal 4)	6,000
MWPS Publication work - Shelton,, Koelsch, Jasa	
8 days x 9 x \$51 (contributes to Goal 4)	3,700
MWPS Assessment (contributes to Goal 4)	12,000
NC ANR Program Leaders' Meetings - 2 meetings annually	5,800
National Involvement:	
Manure Management Initiative - Koelsch	
(10% + travel) (contributes to Goal 4)	15,100
Panhandle Cooperation w/WY & CO:	
Sugar Beets, Dry Edible Beans, Wheat, Alternative Crops,	
Weed Control - Wilson (10% = 225 hrs. x \$51)	11,500
Varieties Selection - Nuland (25% = 563 hrs. x \$51)	28,700
Insect Control - Hein (10% = 225 hrs. x \$51)	11,500
Jointed Goat Grass - Lyon (5% = 113 hrs. x \$51)	5,800
Alternative Crops - Baltensperger (18% = 405 hrs. x \$51)	20,700
Water Management - Yonts (25% = 563 hrs. x \$51)	28,700
Potatoes - Pavlista (15% = 338 hrs. x \$51)	17,200
Machinery Management - Smith (8% = 180 hrs. x \$51)	9,200
<u>Multi-State Programs and Activities Supporting Goal 2:</u>	
Kansas-Nebraska Food Safety Cooperation - Burson & Brashears	
(50 days x \$51 x 9)	23,000
Food Safety Video for national distribution to small-scale meat processors	
Burson (35 days x \$51 x 9)	16,000
Brashears (30 days x \$51 x 9)	14,000
Cichy (80 days x \$32 x 9)	23,000
<u>Multi-State Programs and Activities Supporting Goal 3:</u>	

NC FCS Program Leaders' Meetings	
2 meetings annually (contributes to Goal 5)	5,800

Multi-State Programs and Activities Supporting Goal 4:

NC Extension Committees:

Hypoxia - Franti	\$ 2,000
Kansas-Nebraska Blue River Basin - Franti (90 days x \$51 x 9)	41,300

Multi-State Programs and Activities Supporting Goal 5:

NC NELD Program

3 people - registration	6,000
travel = 3 x 4 days x 4 trips x \$300/day	14,400

National NELD

2 people - includes travel	24,000
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NC 4-H Program Leaders' Meetings - 2 meetings annually	5,800
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NC CRD Program Leaders' Meetings - 1 meeting annually	2,900
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4-H

Foundation Directors - Heusel & Friesen, 12 days x 9 x \$51	5,500
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Cooperative Curriculum System - Etling, Lodal, Fox,	
30 days x 9 x \$51	13,800

Character Counts - Heusel & Lodal, 42 days x 9 x \$51	19,300
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Global Conference - Caldwell & Lodal, 20 days x 9 x \$51	9,200
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National Recognition - Martikainen & Lodal, 17 days x 9 x \$51	7,800
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NC 4-H Staff Development, Asset Mapping - Heusel et al.	
36 days x 9 x \$42	13,600

NE 4-H Leader Forum - Fox, Caldwell, Lodal, 15 days x 9 x \$51	6,900
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International Exchange - Caldwell, Lodal, Etling,	
46 days x 9 x \$51	21,100

AK-SAR-BEN - Heusel & Nold, 16 days x 9 x \$51	7,300
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National Service Learning - Caldwell, 8 days x 9 x \$51	3,700
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National Involvement:

Small Scale Entrepreneurship - Thayer (10% + travel)	15,100
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Multi-State Programs and Activities Supporting All 5 Goals:

Evaluation Conference - KS, ND, NE, SD

Same as Managing Change	30,500
Four-State Program Leader Meeting - KS, ND, NE, SD	
2 days - 4 leaders x \$75 x 9	5,400
travel = 4 x 2 x \$300	2,400
NC Extension Committees:	
Policy - Frederick & Stevens	4,000
NC Deans' Meeting	
3 days, twice a yr. x \$75 x 9	\$ 4,000
travel = 3 days x 2 meetings x \$400	1,800
National Involvement:	
PODC - Niemann, Birnstihl (10% or 225 hrs. x \$51)	1,500
3 mtg./yr. x 4 days x \$300	3,600
Miscellaneous Multi-state Projects	
Reported by Educators	
364 days x 9 x \$32	104,800
Reported by Specialists	
2.31 FTEs x 2,250 hrs. x \$51	265,100
	<hr/>
TOTAL	\$1,179,200

25% of FY98-99 Federal Formula Funds (3b & 3c) = \$1,039,345