

University of Wyoming
Cooperative Extension Service: A Plan for Excellence
Implementation Plan, Update II, March 2004

*The application of knowledge is a unique contribution our institutions
can make to contemporary society.*

-Kellogg Commission on the future of state and land grant universities. February 1999

Preface

More than two years ago, the University of Wyoming Cooperative Extension Service (UW CES) began strategic planning. The organization recognized the necessity of periodically examining its programs and organizational structure in light of needs and pervasive change. In preparing this plan, the legal mandates and historical roles of UW CES were considered, as well as the current circumstances and future opportunities. The resulting strategic plan was a proactive strategy to effectively guide extension education programs in the coming decade. As such, the strategic plan represents the best thinking of the UW CES organization with input from clientele, local government partners, and the citizen-based Future of Cooperative Extension Task Force. This document is a plan for implementing the UW CES Strategic Plan.

Leadership, Vision, Mission, and Values

Leadership

Several critical themes emerged during planning. More specific than values, these themes define how UW CES behaves as an organization, interacts with the state's citizens and communities, and accomplishes its mission. They are as follows:

Leadership. The motivating factor for UW CES' continual growth and improvement will be commitment to program excellence. Clientele needs will be met by planned, focused, integrated, impact-driven programs implemented through initiative teams. These interdisciplinary teams will work collaboratively with field-based educators and state specialists, in conjunction with community and clientele input. UW CES should foster and value teamwork throughout the organization.

Catalyst of change. Through cooperative efforts and collaborative partnerships, UW CES will facilitate positive change across Wyoming. Working together, the organization will assist people and communities to frame their futures.

Stakeholder input. UW CES will aggressively seek input on educational program development from diverse interest groups. County, regional, or statewide advisory councils may provide broad-based input. Needs assessments also will be used to determine program direction. Every five years, a statewide needs assessment will be conducted using focus groups and a random survey. On a rotating basis following the state assessment, an area needs assessment, including focus groups, will be administered to each county in the participating area. In addition to formalized input, emerging issues will be identified by initiative teams.

Partnering with decision makers. UW CES is refocusing to be more responsive to the needs of the state. Under the director's leadership, department heads and UW CES personnel will work with key county, state, and university decision makers and clientele. These partnerships are critical to UW CES success. All personnel, including department heads, administration, state specialists, and field educators, will serve

as liaisons with state, university, county, and community leaders. The UW CES director will serve as a liaison when working with decision makers and clientele groups.

Staffing. As positions become vacant, all job descriptions will be reviewed and evaluated. UW CES will focus hiring to meet the most pressing needs of the organization and the state.

Vision

The University of Wyoming Cooperative Extension Service will be recognized and respected for providing lifelong learning opportunities for the people of Wyoming. With the land-grant university as our foundation, UW CES will be the leader in outreach education throughout the state. UW CES will actively involve Wyoming people, institutions, and communities as we provide learning for better living. We will be responsive to the needs, concerns, and aspirations of diverse audiences.

Mission

The University of Wyoming Cooperative Extension Service provides lifelong learning opportunities for the people of Wyoming and empowers them to make choices that enhance their quality of life.

Values

Through its actions and decisions, UW CES shows a commitment to:

Relevance. We are a catalyst for addressing our clientele's critical needs and issues in a productive and timely manner.

Diversity. We embrace diverse audiences and programming efforts.

People. We value the people of Wyoming and work in partnership with them and their organizations, while remaining respectful of their needs.

Connectivity. We value our unique presence in Wyoming communities as the interactive arm of the University of Wyoming.

Autonomy and accountability. We encourage our personnel to be innovative and creative in program and initiative design, while remaining accountable to the statewide community.

Applicability. We value educational programming that focuses on the application of information, processes, and client needs.

Respect. UW CES will not make decisions for Wyoming residents but will present alternatives and assist in the decision-making process. All UW CES personnel will treat their clients and staff with dignity.

Program Initiatives

Organizational changes enhance program efficacy. For this reason, program priorities are the centerpiece of this strategic plan. UW CES' program initiatives, as identified by the strategic planning process, are determined by its mission and values, by its unique expertise, its proven capabilities, and by the changing needs of Wyoming's society and economy. The priorities support the public's interest in maintaining a globally competitive, economically vital, and environmentally sound Wyoming agriculture in coexistence with the nonagricultural population for whom issues of consumer well being, resource distribution, and quality of life are crucial. Plans to implement the goals and objectives of the five program initiatives follow.

1. Profitable and Sustainable Agricultural Systems

Goal 1: Promote the adoption of sustainable agricultural systems through education.

Objective 1.A: Develop educational programming on sustainable forage-based livestock systems.

Strategies:

1.A.1 - Assess the relative costs and benefits of alternative methods of meeting seasonal livestock nutrient demands using low-cost forage sources and provide educational programs accordingly. UW CES must consider how livestock resource demands for nutrition, reproductive efficiency, and genetic improvement can be balanced with financial, human, wildlife, and range resource demands.

Action: Provide programming to affect behaviors and practices to: provide better understanding of forage systems and alternatives (i.e. native range, irrigated forages, crop aftermath, annual crops, etc.) and benefits and costs associated with each; adopt practices of comparing production alternatives for impact on resources and benefits and costs associated; identify limiting factors; and, provide a process for evaluating alternatives for goal attainment.

Responsible: Sustainable Crop and Livestock Issue Teams: Steve Paisley, Jim Krall, Wayne Tatman, Jim Gill, Tanya Daniels, Doug Hixon, Ron Delaney, Lynn Woodard, Bart Stevens, John Hewlett, Dave Koch, Frank Henderson, Ron Cunningham, Brett Moline, and Hudson Hill.

By: Started February, 2002. Continue as programs are developed and resources are available.

March 2004 - Started a series of educational programs held at Cody, Pinedale, Torrington, and Gillette, involving 58 producers, titled "Management of the Young Beef Female" in the winter of 2002. Evaluations of these programs, on file with the chair, showed a very strong educational impact with the attending audience. The biological cycle of the beef female, human resource issues, herd health, economics of the replacement heifer, and forage alternatives were a few highlights of programs taught.

In the winter of 2003, the crop issue team produced "Alternative Crop Management and Hay Symposiums", conducted in Powell and Torrington, involving 97 producers. Again, the evaluations on file show a strong educational impact from the programs offered. The real strength of these programs was bringing in renowned outside educators, Jerry Volesky, University of Nebraska – Lincoln Cooperative Extension Service Range and Forage Specialist, speaking on "Management for Quality Irrigated Pasture"; Dick Clark, University of Nebraska – Lincoln Cooperative Extension Service Agricultural Economics Specialist, speaking on "Irrigated Pasture Economics"; and Larry Holzworth, USDA Plant Materials Specialist, speaking on "Getting Started With Irrigated Pasture".

1.A.2 - Provide educational programs that improve the quality and efficiency of livestock production systems by considering genetic evaluation and herd improvement, evaluation of end product quality and yield, and improvements in reproductive efficiency.

Action: Provide programming to address livestock genetics, quality, efficiency, end product, and reproduction.

Responsible: Sustainable Livestock Issue Team: Steve Paisley, Wayne Tatman, Ron Cunningham, Lynn Woodward, Doug Hixon, Brett Moline, John Hewlett, Tanya Daniels, and Hudson Hill.

By: Started February 2002. Continue as programs are developed and resources are available.

March 2004 - Started February 2002, with the "Management of the Young Beef Female" programs, as cited above. In addition, the team has been supporting the Wyoming Wool Growers and Stock Growers Profitability Conference which addressed beef genetic issues like Expected Progeny Differences in Beef Cattle Lines, University of Wyoming Animal Science Research on Beef and Sheep nutrition, animal health, and so much more.

1.A.3 - Demonstrate the viability of alternative management strategies and production options using on-site farm and ranch demonstrations. These projects will showcase alternative production strategies on working farms and ranches, as well as contribute material for developing educational programs.

Action: Provide programming to affect behaviors and practices to provide better understanding of alternatives and benefits and costs associated with each; adopt practices of comparing production alternatives for impact on resources and benefits and costs associated; identify limiting factors; provide a process for evaluating alternatives for goal attainment; understand industry and societal direction and trends; understand the tradeoffs of various biological types of livestock forage species; and grazing/harvesting systems.

Responsible: PSAS team.

By: Continuous

March 2004 - Started coordinating on-site research data base with SAREC Planning Committee in April 2004. This will remain a continuous project.

1.A.4 - Promote and support educational sustainable agriculture programs for youth.

Action: Develop a youth component of profitable and sustainable agriculture programs.

Responsible: PSAS team and each issue team.

By: As PSAS programs are developed.

1.A.5 - Pursue external funding opportunities for on-site farm and ranch demonstrations, other applied research projects, and educational programming.

Action: Identify, pursue, and obtain external funding in the form of grants, sponsorships, user fees, etc. which will support programming developed and implemented by the team.

Responsible: PSAS team and each issue team.

By: Started February 2002. Continuous as programs are developed and implemented.

March 2004 - Started with registration fees garnered for the “Young Beef Female” programs; received approximately \$1,000 from Western SARE in support of the “Alternative Crop and Hay Symposium” program, conducted in February of 2003. Received another \$600 in sponsorships and registration fees for the “Farm Management and Irrigation Symposium”, held in Powell in February of 2004; continuous as programs are developed and implemented.

Objective 1.B: Offer educational programs on alternative crop and livestock systems and crop and livestock integration.

Strategies: A team approach and the sustainable model will be used to develop educational programs that provide producers and others with decision-making information regarding:

1.B.1 - Alternative crops, alternative rotations, value-added opportunities, and niche marketing. Examples include horticultural industries, organic certification, specialized seed crops, premium hay markets, fallow alternatives, and integration of livestock and cropping systems.

Action: Provide information to clients that will equip them with knowledge of alternative crops and rotations, value-added opportunities, and niche markets and the benefits and costs of each.

Responsible: PSAS team and Sustainable Cropping and Sustainable Horticulture Issue Teams: Scott Hininger, Karen Panter, Jim Krall, Jim Gill, Donna Cuin, Brett Moline, and Ron Kaufman.

By: As programs are developed.

March 2004 - Brett Moline gave a presentation at WESTI Ag Days, February 2004, on organic agriculture; the team helped coordinate and sponsor an agri-terrorism conference called, “Keeping Wyoming Safe and Secure”, in October 2003 in Casper. It was quite successful, with 200 in attendance; continuous as programs are developed and implemented.

1.B.2 - Integration of cropping practices that mitigate non-point source pollution of surface water and groundwater, reduce erosion, and improve soils. Examples include cover crop use, conservation tillage, buffer strips, precision agriculture, fertilizer efficiency, and irrigation management.

Action: Develop programs which will affect landowners and managers to adopt practices of comparing production alternatives for impact on resources and regularly evaluating resource use levels, allowing them to identify and use those practices which are environmentally sustainable.

Responsible: Sustainable Cropping Issue Team: Jim Krall, Jim Gill, Bart Stevens, and Ron Kaufman.

By: As programs are developed.

March 2004 - Bart Stevens gave a “Soil Fertility Research Update” at the Fremont County Farm & Ranch Days held in February 2004; as programs are developed.

1.B.3 - Development of an integrated approach to disease and pest management.

Action: Programs will be developed and delivered which emphasize and identify integrated approaches to management of disease and pest management.

Responsible: PSAS team and each issue team.

By: As programs are developed.

March 2004 - Private Pesticide Applicator Trainings provided; continuous as programs are developed and implemented.

1.B.4 - On-site farm and ranch demonstrations and evaluations of new products and practices.

Action: Plan, implement, evaluate and showcase on-site demonstrations, and evaluations of various sustainable agricultural practices and products.

Responsible: PSAS team and each issue team

By: As new products and/or practices are developed which should come to the attention of clientele.

March 2004 - PSAS team working with Ramesh Sivanpallai, UW Remote Sensing Scientist to demonstrate remote sensing technologies with Big Horn sugar beet producers beginning in March 2004; as new products and/or practices are developed which should come to the attention of clientele.

1.B.5 - Pursuit of external funding for on-site farm and ranch demonstrations and applied research on sustainable practices and economic development opportunities.

Action: Locate, pursue, and obtain external funding sources such as grants and sponsorships which will support an on-going program of on-site applied research and demonstrations of sustainable products and economically viable opportunities.

Responsible: PSAS team and each issue team.

By: As programs are developed.

Objective 1.C: Educate rural and suburban landowners who operate on relatively few acres about best management practices.

Strategies:

1.C.1 - Develop collaborative partnerships with other agencies. Develop educational programs that provide resource management options and enterprise assessment techniques to rural and suburban landowners through these collaborative partnerships.

Action: Identify and form collaborative associations with outside agencies and entities to develop educational programs in natural resource management for rural and suburban owners of small land tracts.

Responsible: Small Acreage Issue Team: Tanya Daniels and Hudson Hill coordinating with the SMRR Small Acreage Team.

By: As personnel and resources allow the formation of such issue team.

March 2004 - Issue Team started coordinating with SMRR Issue Team in winter of 2004.

1.C.2 - Provide web-based resources to assist small landowners with resource management, enterprise analysis, and ecological impacts.

Action: Development of a website which is accessible to, and provides information for, owners of small land tracts, as well as educators with such clientele.

Responsible: Small Acreage Issue Team.

By: As personnel and resources allow the formation of such issue team.

1.C.3 - Develop educational programs that promote sustainable alternatives to pesticides for disease and pest management.

Action: Develop programs to educate small tract owners in the principles and advantages of integrated pest management, providing them with alternatives to continual pesticide usage.

Responsible: Small Acreage Issue Team.

By: As personnel and resources allow the formation of such issue team.

1.C.4 - Educate rural landowners to the impacts of land use practices on rural ecology.

Action: Small tract owners will receive education which will acquaint them with the impacts their natural resource practices have on the rural ecology.

Responsible: Small Acreage Issue Team.

By: As personnel and resources allow the formation of such issue team.

March 2004 - Small acreage topics covered at 2003 and 2004 WESTI Ag Days; as personnel and resources allow.

Objective 1.D: Provide education to communities, homeowners, and youth in sustainable and environmentally sound horticulture practices.

Strategies:

1.D.1- Educate volunteers to assist with horticultural diagnosis, respond to inquiries, and make recommendations.

Action: Provide programming and direction to those responsible to continue and improve the Master Gardener program in order to provide horticultural expertise to communities.

Responsible: Sustainable Horticulture Issue Team: Karen Panter, Ron Delaney, Scott Hininger (chairman), Jim Gill, Donna Cuin, and Ron Kaufman

By: Started June 2002; continuous.

March 2004 - The issue team was formed in June of 2002; committee deliberations have been on-

going with a final report due in May 2004. Karen and Donna have also been working with a committee of Master Gardeners to put together a Wyoming Master Gardener curriculum which will be implemented in 2004; continues.

1.D.2 - Develop web pages and 1-800 number communication models to answer basic horticulture inquiries.

Action: Provide direction for development of telecommunication accessible data and educational material in the horticultural area. Develop and place such educational materials on the sites developed.

Responsible: Sustainable Horticulture Issue Team.

By: Started June 2002; continuous.

March 2004 - Scott Hininger, Jim Gill, and Donna Cuin are working with Judy Logue and Tom Heald to produce "From the Ground Up", a KTWO Television series which airs every Friday on KTWO. New throughout the growing season beginning March 13, 2004; continues as programs are developed and implemented.

1.D.3 - Promote sustainable horticultural education programs for youth.

Action: A youth component will be developed to promote the adoption of sustainable horticulture program by Wyoming youth.

Responsible: Sustainable Horticulture Issue Team.

By: As programs are developed.

1.D.4 - Provide education for homeowners and urban land managers in horticulturally adapted species, selection, care, and management.

Action: Develop programs and informational data which will educate homeowners and urban land managers concerning new and traditionally adapted and sustainable species, and the selection, care, and management of those species.

Responsible: Sustainable Horticulture Issue Team.

By: As programs are developed.

March 2004 - Again, started "From the Ground Up" KTWO Television spots as noted above, in March of 2004; continuous as programs are developed and implemented.

1.D.5 - Deliver education in public and private landscaping principles and practices.

Action: Develop and deliver programs which will cause land managers to adopt best management practices in landscaping.

Responsible: Sustainable Horticulture Issue Team.

By: As programs are developed.

1.D.6 - Provide education in proper use and management of pesticides and biological products.

Action: Develop and deliver programs which will cause land managers to adopt best management practices in the use and management of pesticides and biological products.

Responsible: Sustainable Horticulture Issue Team and PSAS Team.

By: As programs are developed.

March 2004 - Private Pesticide Applicator Trainings as provided by the counties for Master Gardeners, i.e. Park County 2003 and 2004; continuous as programs are developed and implemented.

1.D.7 - Educate clientele in diagnosis, control, and mitigation of horticultural disease and insect infestations.

Action: Develop and deliver programs which will cause land managers to adopt best management practices in diagnosis, control, and mitigation of horticultural disease and insect infestations.

Responsible: Sustainable Horticulture Issue Team.

By: As programs are developed.

1.D.8 - Provide education to homeowners in the care, preparation, and storage of garden products.

Action: Develop and deliver programs which will cause land managers to adopt best management practices in care, preparation, and storage of garden products.

Responsible: Sustainable Horticulture Issue Team.

By: As programs are developed.

2. 4-H and Youth Development

Goal 2: UW CES will engage in educational programs and use trained volunteers to create supportive environments. Programming will give youth an opportunity to build assets and life skills essential for a productive, healthy lifestyle, and youth and adult interaction will enrich family relationships.

Objective 2.A: UW CES will foster asset building and life skills development in Wyoming youth through traditional 4-H delivery methods.

Strategies:

2.A.1 - Enhance activities that provide statewide learning opportunities for youth such as presentations, projects, contests, fairs, and leadership camps.

Action: Wyoming State 4-H will deliver a series of contests and camps such as: YLC, Judging Contests, Horse Camp, and others with enhanced leadership from Wyoming Junior Leaders, state 4-H staff, county 4-H Program personnel, and 4-H leaders. New or enhanced opportunities will also include a combination Camp WAVE/Wildlife Habitat Evaluation camp/contest, and Camp Fantastic with a greater workshop selection and project geared activities. Another example will

be expanding the 4-H ambassador program to include more leadership responsibilities or have them tied into the Youth Council with leadership responsibility. Livestock camps/contests will be updated to enhance learning. Suggestions of improvements will be collected from evaluations of activities and events. Those identified as productive and positive will be implemented to enhance the educational activities.

Responsible: State 4-H Specialists, County Educators, Program Associates, Volunteer Leaders, and Youth participants

By: Ongoing

March 2004 – The state 4-H program currently offers 15 state wide educational opportunities. New state opportunities such as Jr. Camp have been developed to expand current state opportunities and to reach a more diverse audience. Discussions are currently being held that will improve the 4-H ambassador and Youth Council programs. Current state events will continue to be evaluated and improvements will be implemented as needed. New state wide opportunities will be pursued as need and opportunity arises.

2.A.2 - Use the statewide 4-H and Youth Development Initiative Team to evaluate current project areas, activities, and events to determine program feasibility and recommend additions and/or eliminations.

Action: Evaluation will take place after each Wyoming State 4-H event; with evaluation through discussion and other evaluative criteria of the past year's state 4-H events at an annual state 4-H initiative team meeting. Ongoing efforts will be done to provide the best events possible. A tier system will be used showing the number of members enrolled in each specific project area. This system was started to help establish new projects in 4-H and eliminate projects that have limited interest by youth and volunteers. This system will be used as a tool for evaluation of existing projects and determining the need for new projects to be listed.

Responsible: County Educators, State 4-H Specialists, Volunteer Leaders, and Youth participants

By: Ongoing assessments of activities. Tier system completed.

March 2004 - The Tier system was put in place to as a mechanism to add and delete 4-H projects as they become viable or loose interest from our members. The state 4-H events were discussed and continue to be discussed and evaluated, but no formal evaluation was completed and no action taken. This is an area we will be focusing on in the coming months.

2.A.3 - Use the National 4-H Cooperative Curriculum to provide guidance and up-to-date information to volunteer leaders and youth.

Action: Make the current National 4-H Curriculum more accessible to volunteer leaders and youth. Utilize the money available to develop new curriculum based upon National 4-H Curriculum. Continue utilizing existing and newly developed curricula in ongoing efforts to provide quality learning experiences to youth.

Responsible: State 4-H Office, County Educators, Program Associates

By: Ongoing

March 2004 - The National 4-H Cooperative Curriculum continues to be our current source for the majority of our project curriculum. As new projects and programs are developed, the 4-H Initiative Team has utilized our own experts to develop and write curriculum for our 4-H program.

Objective 2.B: UW CES will benefit and complement the current 4-H program by offering life skills education to nontraditional audiences.

Strategies:

2.B.1 - Take advantage of external resources, community collaborations, and alternative delivery methods to enhance the 4-H program.

Action: Collaborations will be established to help reach new audiences and more efforts will be made to network in local communities and through state wide agencies and organizations. New delivery methods including technology and online educational resources will be identified and incorporated.

Responsible: State 4-H Office, County Educators, and Program Associates

By: Ongoing

March 2004 - Alternative delivery methods such as after-school programs and in-school programs are currently being delivered in many counties throughout the state. Collaborations with other youth organizations such as the Girls School, Big Brothers Big Sisters, Ag in the Classroom, etc. are expanding the scope of the 4-H program but no formal action by the State Initiative Team has been taken to target any specific delivery method or collaboration opportunity.

2.B.2 - Seek external funding sources to assist in delivering programs to nontraditional audiences.

Action: Pursue outside funding through grants and partnerships to secure resources and personnel to enhance the 4-H program.

Responsible: State 4-H Specialists, County Educators, and Program Associates

By: Ongoing

March 2004 – Outside funding has been secured to help support and deliver after-school programming in participating counties. Funding for resources and personnel has been targeted to expand the 4-H youth focus. Other outside funding is currently being sought to support other current 4-H Initiative Team programs such as youth in governance and quality assurance.

2.B.3 - Build collaborations with existing youth development organizations such as schools, school-to-work, youth services, and Ag in the Classroom.

Action: Make contact with school teachers and administrators to be more accessible for educational delivery to school audiences. Participate in projects that affect youth in a more collaborative manner.

Responsible: County Educators, State 4-H Office, and Program Associates

By: Ongoing

March 2004 – Little action has been taken in this area and no progress has been made.

2.B.4 - Enhance delivery methods to reach diverse youth audiences through innovative programs such as K-3, after-school, CYFAR, Healthy Communities and Healthy Youth, and youth entrepreneurship.

Action: Identify opportunities and pursue avenues for delivering educational programming in these areas.

Responsible: County Educators, Program Associates, State 4-H Specialists

By:

March 2004 – See report on 2.B.1

2.B.5 - Develop a reporting system to track youth reached by nontraditional youth development programs.

Action: Provide training on utilization of existing 4HPlus software for better reporting to our federal and state partners.

Responsible: CES Administration, State 4-H Office

By: Ongoing

March 2004 - Training was provided for 4-H educators in the use of 4HPlus to more accurately report both our traditional and non-traditional youth participants. More training and education needs to be conducted to ensure understanding and long term commitment and use.

Objective 2.C: UW CES will empower volunteers to become key players in 4-H and youth development programs.

Strategies:

2.C.1 - Incorporate a variety of training methods, such as “train-the-trainer” and mentoring efforts, to effectively enable volunteer leaders to work with young people.

Action: Identify and prioritize training needs and opportunities to be provided to employees. Contact with experts to provide high quality training experiences. Revamp the volunteer training materials to fit the needs of our new and experienced volunteer leaders.

Responsible: 4-H SIT, CES Administration, and State 4-H Office

By: Ongoing

March 2004 - Curriculum and training programs are currently being developed that will expand and strengthen our current volunteer training program. 4-H In-depth training opportunities have been held and more will be provided as our new program thrusts are developed.

2.C.2 - Expand the volunteer base to assist with youth development programming efforts.

Action: Better utilize existing recruiting materials to increase leader enrollment. Provide better and repeated training experiences to reinforce concepts and procedures.

Responsible: County Educators, Program Associates, and State 4-H Specialists

By: Ongoing

March 2004 – Curriculum and training programs are currently being developed that will expand and strengthen our current volunteer training program but no concentrated marketing or promotional events have been discussed.

2.C.3 - Expand a volunteer recognition system to encourage and retain leaders in youth development programming.

Action: Evaluate existing recognition system on a state wide basis and identify areas for improvement. Pursue alternative methods for recognition of volunteers.

Responsible: 4-H SIT, State 4-H Office, County Educators, and Program Associates

By: Ongoing

March 2004 – Little action and no progress has been made in this area

3. Nutrition and Food Safety

Goal 3: Improve the health of Wyoming citizens through wise nutrition and health decisions and safe food-handling practices.

Objective 3.A: Educate people about the benefits of active living and healthful eating.

Strategies:

3.A.1 - Partner effectively with key nutrition and health leaders at the community and state levels to focus on priorities, strengthen efforts, reduce duplication, and improve outcomes.

Action: Contacted the Wyoming Department of Ag, Wyoming Departments of Health and Education, Wyoming Beef Council, Western Dairy Council, Public Health nurses, medical personnel, teachers, and Extension educators and Extension specialists in other states, etc.

Responsible: Nutrition and Food Safety initiative team and Extension specialists, in conjunction with the WIN Wyoming (Wellness in Wyoming) coalition.

By: This is a continuing process.

March 2003 - Partner effectively with key nutrition and health leaders at the community and state levels to focus on priorities, strengthen efforts, reduce duplication, and improve outcomes. Through the contacts of WIN (Wellness in Wyoming) and other CES educator efforts, collaborations continue with public school teachers, nurses, physicians, College of Health Sciences faculty, and Extension educators in other states. The Western Dairy Council and the initiative team distributed materials for National Nutrition Month that CES educators use locally. Public health nurses, after being trained by CES educators, are teaching materials developed by and for CES. State agencies are funding a number of CES projects.

March 2004 - Partnering effectively with key nutrition and health leaders at the community and state levels to focus on priorities, strengthen efforts, reduce duplication of programming efforts, and improve outcomes. Collaborations continue with key players. The Nutrition and Food Safety initiative team purchased and distributed Western Dairy Council materials used during National Nutrition Month. Through grant writing efforts, state agencies, in conjunction with Nutrition and Food Safety initiative team members, are funding a number of CES nutrition and health projects.

3.A.2 - Conduct nutrition and health education programs designed to lower health care costs or extend the health care resources of individuals and families by decreasing the risk of chronic disease.

Action: Nutrition programs were planned, developed, and/or executed for adults, youth and children.

Responsible: Nutrition and Food Safety Initiative Team, Extension Educators, Extension Specialists, WIN Wyoming coalition, and Cent\$ible Nutrition Educators work together to provide programs to address healthy lifestyle.

By: This is a continuing issue.

March 2003 - Conduct nutrition and health education programs designed to lower health care costs or extend the health care resources of individuals and families by decreasing the risk of chronic disease. Size it Up, Weight a Minute, Small Victories, and a New You are programs that are being taught in various Extension areas, increasing impacts. Cent\$ible Nutrition educators continue to develop and provide programs that address a healthy lifestyle and grocery savings with excellent impacts. Several educators had poster displays at In-depth training. Three educators have participated in diabetes workshops. Additionally, all the educators heard a nationally known diabetes educator at In-depth. Educators are also preparing displays for a major Extension conference, Shaping a Healthy Future II, and for Galaxy II.

March 2004 - Conducted nutrition and health education programs designed to inform and improve general healthy lifestyles. Size it Up, Weight a Minute, Small Victories, and A New You are examples of programs that are being taught. Cent\$ible Nutrition Program educators continue to provide programs that also address this issue. Nutrition and Food Safety Initiative team members attended trainings such as diabetes conference, Shaping a Healthy Future II, Galaxy II, and In-depth training with Colorado Extension educators.

3.A.3 - Provide Web sites and other targeted nutrition resources to Wyoming residents so they may obtain reliable, accurate, science-based information and make healthier choices.

Action: Review and screen reliable nutrition and food safety resources. Update as necessary.

Update the University of Wyoming CES Food and Nutrition website. Website committee will review and screen reliable nutrition and food safety resources.

Responsible: UW CES Food and Nutrition website committee, with input from the Initiative Team.

By: This is in a process of continual update as new issues and resources emerge.

March 2003 - Provide Web sites and other targeted nutrition resources to Wyoming residents so they may obtain reliable, accurate, science-based information and make healthier choices. The nutrition web committee continues to meet and evaluate resources appropriate for the site. They review information from other sources to provide researched-based resources. UW and UW CES nutrition publications and research are featured on the site.

March 2004 - Wyoming residents are provided with a UW CES food and nutrition web site and other targeted resources so they may obtain reliable, accurate, and research-based information. This committee evaluates appropriate resources and reviews information from other sources. UW CES nutrition publications and research are featured on the site.

3.A.4 - Counteract misinformation, confusing health claims, and changing lifestyles that negatively influence nutrition choices.

Action: Provide programs, newsletters, newspaper columns, e-mail responses, radio programs, and website with accurate information and addressing current issues such as healthy weight, supplement use, etc.

Provide educational programs, materials, and responses that address current issues and questions with accurate research-based information.

Responsible: Nutrition and Food Safety Initiative Team, Extension specialists, and CNP Educators.

By: This is a continuing effort as more misinformation emerges, or re-emerges, to be addressed. It has gained another perspective with the freedom of the Internet.

March 2003 - Counteract misinformation, confusing health claims, and changing lifestyles that negatively influence nutrition choices. All educators and specialists watch for non-research-based materials being circulated and prepare news releases and activities to emphasize the importance of consumer awareness. The nutrition specialist wrote an article defending the food pyramid after articles appeared on prominent news sources.

March 2004 - Through research-based programs, media releases, e-mail responses, and the UW CES Food and Nutrition website, educators counteract misinformation, confusing health claims,

and changing lifestyles that negatively influence choices. All educators and specialists watch for non-research-based material being circulated, including misinformation on websites, and respond with research-based information that emphasizes the importance of making healthy choices.

3.A.5 - Use appropriate media, information exchange systems, and educational activities to improve the general public's nutrition decision-making skills.

Action: Provide programs, media, and responses that address current issues and questions with accurate, research-based information.

Responsible: Nutrition and Food Safety Initiative Team, Extension specialists, CNP Nutrition Educators, and partners.

By: This is a continuing effort as more misinformation emerges, or re-emerges, to be addressed. It has gained another perspective with the freedom of the Internet.

March 2003 - Use appropriate media, information exchange systems, and educational activities to improve the general public's nutrition decision-making skills. When new sources of information emerge, the CES educators and specialists try to dispel questionable information by quoting researched-based literature. University faculty from both the University of Wyoming and other land grant universities, assist by supplying appropriate information. One educator has developed a program to involve 5th graders with pedometers. The Food Safety Coalition distributes a monthly column on some aspect of food safety. They provide many activities across the state to increase food safety awareness and practices in food service.

March 2004 - Through research-based programs, media, responses, and the UW CES website, educators counteract misinformation, confusing health claims, and changing lifestyles to improve the general public's nutrition decision-making skills. As new information is received, Nutrition and Food Safety initiative team members, Extension specialists, and CNP educators inform the public through research-based newsletters, columns, workshops, and classes that stress the importance of making healthy choices through diet and exercise. Various activities are planned and implemented throughout the state to increase the visibility of self-choice and self-motivation when it comes to nutrition based meal planning and consumption.

Objective 3.B: Limited resource individuals and families will acquire the knowledge, skills, attitudes, and changed behaviors for nutritionally sound diets, and this will contribute to their personal development.

Strategies:

3.B.1 - Conduct nutrition education programs for limited resource audiences that improve food and nutrition choices and skills and extend financial resources in five areas: basic nutrition, meal planning, shopping skills, food preparation, and food safety and sanitation. (An example is the current UW CES Cent\$ible Nutrition Program, funded by matching state and federal funds.)

Action: Programs provided for limited resource adults, youth and children. The audiences have been expanded with new resources for incarcerated individuals, the blind, Hispanic families, and children. Additional resources are also being prepared for Senior Citizens. Additional television programs are also being prepared for Wyoming Public TV. These programs in video, in addition, are available for use in county programming.

Provide nutrition education programs to limited resource and bilingual individuals and families with information to empower them to eat better for less and select foods that fit within their budget.

Responsible: Nutrition and Food Safety Initiative Team, Extension specialists, and CNP Educators.

By: Continuing programming is being done.

March 2003 - Conduct nutrition education programs for limited resource audiences that improve food and nutrition choices and skills and extend financial resources in five areas: basic nutrition, meal planning, shopping skills, food preparation, and food safety and sanitation. Throughout the state, both nutrition and food safety educators and 4-H/youth educators collaborate with the Cent\$ible Nutrition (CNP) educators to teach Marty Moose. Those involved in the CNP program continue to develop new materials that educators are able to use with the clientele. A cookbook with recipes using commodities is being written. Many of the educators participated in a financial management session at In-depth. The cookbook has also been translated into Spanish and adapted for incarcerated audiences. It is currently being translated into Braille through a partnership with the Wyoming Disabilities (WIND). A commodity cookbook and food bank resource list is being developed.

March 2004 - Nutrition education programs are being conducted for limited resource audiences that improve food and nutrition choices and skills and extend financial resources in five areas: basic nutrition, meal planning, shopping skills, food preparation, and food safety and sanitation. Throughout the state, both nutrition and food safety educators and 4-H/youth educators collaborate with the Cent\$ible Nutrition Program educators to teach Marty Moose, Passports to Food Adventures, and Eating Your Way through Wyoming History. The original CNP cookbook has been translated into Spanish, has been adapted for incarcerated audiences, and is currently being translated into Braille through a partnership with the Wyoming Disabilities (WIND). A commodity and a "Cooking for You or Two" cookbook are being developed. A food bank resource publication has been completed. Television programs are prepared for Wyoming Public TV. These video programs are also available for use in county programming and home study.

3.B.2 - Establish a referral network and work collaboratively with agencies reaching limited resource audiences to strengthen the safety net entitlements provide.

Action: Human resource agencies have been contacted. They work with us to provide referrals and resources, as needed, for nutrition and food safety programming.

Responsible: The Nutrition and Food Safety Extension educators and the Cent\$ible Nutrition educators work together and/or with partners to make contacts individually, or through the Human Resource Councils.

By: This continues, as the relationship continues and with agency turn-over.

March 2003 - Establish a referral network and work collaboratively with agencies reaching limited resource audiences to strengthen the safety net entitlements provide. The educators work with the Department of Family Services, Department of Health, Senior Citizen agencies, WIC, Head Start, public schools, etc. to build rapport and synergy in each of the counties.

March 2004 - Established and maintained a referral network and worked collaboratively with agencies reaching limited resource audiences to strengthen the safety net entitlements provide.

3.B.3 - Seek outside funding sources to ensure continuation of educational programs.

Action: We keep watching for various resources, funding as well as material, to implement programs and address issues. Funding was recently received this year through the Cardiovascular Disease office and the 5-a-Day Program. The Cent\$ible Nutrition Program has continued funding through matching federal, state, county, and city funding. WIN Wyoming receives programming resources through the efforts of the WIN the Rockies staff.

Seek out various resources and funding to implement programs and address issues.

Responsible: Nutrition and Food Safety Initiative Team, Extension specialists, and CNP educators.

By: This is another continuing issue.

March 2003 - Seek outside funding sources to ensure continuation of educational programs. Some of the educators have received individual grants from the 5-a-Day Program to do educational programs in the schools. Cent\$ible Nutrition continues to receive matching funds from appropriate sources within each county. The Cardiovascular Disease office also awarded grants to individual educators for continued research and programming.

March 2004 - Educators and specialists seek outside funding sources to ensure continuation of educational program i.e. funding has been received from Cardiovascular and 5-A-Day, WIN Wyoming, WIN the Rockies, and matching funds from appropriate county sources.

Objective 3.C: Encourage safe food-handling practices through collaborative educational programs.

Strategies:

3.C.1 - Partner with food safety leaders to strengthen educational outcomes.

Action: Extension has partnered with the Wyoming Department of Agriculture, the Wyoming Departments of Health and Education, the Beef Council, the Dairy Council, city/county health departments and many other interested individuals to address food safety. We have formed the Wyoming Food Safety Coalition to coordinate programming and resources for food safety education.

Through the Wyoming Food Safety Coalition (WFSC), we coordinate food safety educational programming and resources.

Responsible: The Wyoming Food Safety Coalition and its board of directors make contacts within

each county, area, and the state to address food safety education needs.

Nutrition and Food Safety initiative team, Extension specialists, the Wyoming Beef Council, Wyoming Department of Agriculture, Wyoming Department of Health, and the Wyoming Lodging and Restaurant Association members who make up the Wyoming Food Safety Coalition.

By: This continues with varying needs within different communities, and agency turn-over.

March 2003 - Partner with food safety leaders to strengthen educational outcomes. One member of the Nutrition and Food Safety initiative team serves on the Governor's Food Safety Council. Educators continue to partner with the Wyoming Department of Agriculture, Department of Health, and Department of Education in offering educational programming. Educators learn about state policies through the member on the council.

March 2004 - Initiative members and Extension specialists partnered with food safety leaders to strengthen educational outcomes. One member of the initiative team serves on the Governor's Food Safety Council. Educators learn about changing state policies through WFSC.

3.C.2 - Conduct food safety education programs designed to reduce the incidence of food borne illnesses and promote risk management in food service establishments.

Action: Provide Going for the Gold and ServSafe food safety programs for food service workers from youth to professional. Registration fees help in supporting food safety programming. Hand washing instruction begins with pre-schoolers and ends with senior citizens.

Provide food safety educational programs for food service workers from youth to professionals i.e. temporary permit holders, Going for the Gold, and ServSafe.

Responsible: Nutrition and Food Safety Initiative Team, Wyoming Food Safety Coalition, with Extension specialists, provide educational programs. CNP educators also include food safety in their curriculum.

By: Continuing programming. The Intermediate Going for the Gold was updated, just this year. The ServSafe program, a comprehensive, advanced program of the National Restaurant Association Education Foundation, has also recently been updated.

March 2003 - Conduct food safety education programs designed to reduce the incidence of food borne illnesses and promote risk management in food service establishments. The educators who teach food safety use the Going for the Gold and ServSafe food safety programs to teach food service workers from youth to professional. Cent\$ible Nutrition educators include food safety in their programming. Preschool children through senior citizens learn about the importance of food safety and hand washing. These sessions are taught in various settings. A segment on food safety was taught at the two-state in-depth training. Educators participated in food safety updates and education

March 2004 - Conducted food safety educational programs designed to reduce the incidence of food borne illnesses and promote risk management in food service establishments and homes. Cent\$ible Nutrition Program educators include food safety in their curriculum. The Intermediate Going for the Gold curriculum is in the process of being updated.

3.C.3 - Implement technologies and respond to clientele food safety questions.

Action: The Nutrition and Food Safety Initiative Team, Extension specialists and other Wyoming Food Safety Coalition members work together to respond to clientele food safety questions. The Extension office is often the best resource as an office is maintained, open 8-5 p.m. Many other coalition members work out of their homes and have other inspection responsibilities.

We have a new Power Point program on home canning available for Extension Educators. This is an area unaddressed in any other sector. This resource is available immediately for programming. Fact sheets and resources are available to all Extension Educators in the area of Nutrition and Food Safety.

Extension educators will be reminded, after the first of the year, to check the accuracy of their canner testers prior to canning season. A form has been provided for canner test information to clientele, following testing.

The Extension drying and freezing bulletins will be updated for re-release by September 2004.

The Wild Game bulletin will be updated for accurate sausage/jerky information. Warrie Means will be contacting Ray Field about this, as it is his bulletin. He will also work on slides on harvesting wild game.

Educators, judges and Phyllis Lewis (as leader) will create a reference sheet on altitude canning recommendations for use in judging, by May 1, 2003.

The Extension freezing bulletin will be updated by September 2004, by Linda Melcher and Suzy Pelican. Chris Pasley and Phyllis Lewis will review.

Responsible: Initiative Team members and specialists, and other Wyoming Food Safety Coalition members.

By: This is a continuing effort as new information and misinformation comes out on the media and Internet, and also through reliable sources. These need to be sorted and responded to with research-based information.

March 2003 - Implement technologies and respond to clientele food safety questions.

A power point presentation on home canning was updated for more accuracy. The home canning safety is not addressed by other agencies. A new form, reducing liability concerns, for clients to sign when testing is completed has been developed and shared with educators. Educators have been advised to send the canner testers in for calibrations each year. Food safety information and publications are available on the UW CES web.

March 2004 - Implemented technologies and respond to clientele food safety questions.

Home canning safety is not addressed by other agencies. A power point food preservation presentation is now available to be taught. New pressure canner testers were given to NFS educators in February 2004. Food safety information and publications are available on the UW CES Food and Nutrition web site. Extension bulletins to be updated for re-release 2004-5: Drying and Freezing, Altitude Canning Recommendations, and Wild Game Sausage and Jerky.

Objective 3.D: Identify and respond effectively to emerging issues and questions related to food, nutrition, and food safety that are important for Wyoming residents.

Strategies:

3.D.1 - Monitor changes at the local, state, regional, and national levels that have important implications for Wyoming residents related to food, nutrition, and food safety.

Action: Nutrition and Food Safety Initiative Team members meet with advisory committees, individuals, collaborators, and coalitions, read, and attend conferences and national updates to identify issues at the national, regional, state and local levels.

Responsible: Nutrition and Food Safety Initiative Team and Extension specialists.

By: This is a continuing responsibility of the Nutrition and Food Safety initiative team, specialists, and Extension Educators.

March 2003 - Monitor changes at the local, state, regional, and national levels that have important implications for Wyoming residents related to food, nutrition, and food safety. Area advisory committees help to list issues important to the nutrition and food safety initiative. Educators attended the two-state In-depth training to learn more about issues in related areas. Some of the educators attended the national meeting where updates were shared.

March 2004 - Monitored changes at level that have implications for Wyoming residents. Educators attended trainings to expand their knowledge more about these related issues.

3.D.2 - Work with counterparts in other agencies and organizations to effectively address important new issues and specific questions through the most appropriate and efficient channels.

Action: Work with WIC nutritionists, dieticians, Departments of Agriculture, Education and Health, Beef and Dairy Councils, and other agencies to identify and address specific issues.

Responsible: Nutrition and Food Safety Initiative Team, and Extension specialists.

By: This is a continuing responsibility of the Nutrition and Food Safety initiative team and specialists.

March 2003 - Work with counterparts in other agencies and organizations to effectively address important new issues and specific questions through the most appropriate and efficient channels. Collaboration with other agencies has been a way to address clientele concerns more effectively. There are many agencies with whom the educators partner.

March 2004 - Nutrition and Food Safety Initiative team members will work individually on specific issues. Agency collaborations are a way to more efficiently address diversified clientele concerns.

3.D.3 - Provide consumers with research-based information in the form of peer-reviewed Web sites, educational programs, bulletins, resource materials, and professional expertise, so they have the knowledge and skills to make informed decisions.

Action: Nutrition and food safety materials and information are available through Extension

offices, the CES Nutrition and Food Safety website, bulletins, programs, e-mail, newsletters, columns, TV and radio programs, and face-to-face professional expertise.

Responsible: Nutrition and Food Safety Initiative Team, Extension specialists, and Cent\$ible Nutrition Educators.

By: This is a continuing responsibility of the Nutrition and Food Safety initiative team, Extension Educators, and specialists.

March 2003 - Provide consumers with research-based information in the form of peer-reviewed web sites, educational programs, bulletins, resource materials, and professional expertise, so they have the knowledge and skills to make informed decisions. The CES nutrition and food safety website, bulleting programs, e-mails, newsletters, new columns, TV and radio programs, and face-to-face are all available for clientele. When good Extension web sites in other states are known, information is shared with others including clientele. Many resources were shared at the two-state in-depth session.

March 2004 - Provide consumers with research-based information and resources so they can make informed decisions. When other reliable websites are discovered, information is shared statewide.

3.D.4 - Adapt or develop and make available high-quality, science-based resources that address priority program areas or important emerging issues; examples of these resources include Wyoming-specific food and nutrition Web sites and on-line resources, handouts, bulletins, interactive teaching tools, and “train-the-trainer” presentation packages.

Action: Nutrition and food safety materials and information are available through Extension offices, the CES Nutrition and Food Safety website, bulletins, programs, newsletters, columns, TV and radio programs, and professional expertise. Specific issues addressed include food preservation; wild game safety; healthy weight; diabetes, osteoporosis, heart disease, hypertension and Nutrition; food security; food safety, including Spanish and Chinese; and healthy nutrition.

Responsible: Nutrition and Food Safety Initiative Team, Extension specialists, and CNP educators.

By: This is a continuing responsibility of the Nutrition and Food Safety initiative team, Extension Educators, and specialists, as assigned.

March 2003 - Adapt or develop and make available high-quality, science-based resources that address priority program areas or important emerging issues: examples of these resources include Wyoming-specific food and nutrition Web sites and on-line resources, handouts, bulletins, interactive teaching tools, and train-the-trainer presentation packages. The meat specialist is currently updating the bulletin on wild game safety. Some materials have been made available in Spanish. Health and fitness materials were written and adapted from another state. Displays were developed. TV programs continue to be developed for Wyoming public television, addressing nutrition and food safety. A program is also being developed to address high blood pressure and the research-based DASH diet.

March 2004 - Address priority program areas and emerging issues i.e. food preservation, wild game safety, healthy weight, diabetes, osteoporosis, heart disease, hypertension, food security, food safety, and healthy nutrition. Many resources are available in Spanish and, as available, in Chinese.

4. Sustainable Management of Rangeland Resources

Goal 4: UW CES will be the premier source of accurate and objective educational sustainable rangeland resource management programming.

Objective 4.A: Wyoming rangeland resource issues will be addressed through an integrated educational approach to meet the complex needs of statewide clientele.

Strategies:

4.A.1 - Educational needs assessment, program development and delivery, and evaluation will be accomplished by multidisciplinary rangeland resource program teams. These teams may include area extension educators, program specialists, UW faculty, stakeholders, and consultants.

Action: Initiative Team has been established and has met several times. The team includes area extension educators, faculty and specialists. Limited input has been received from stakeholders, gathered both during the course of the meeting and more importantly by the reporting of individual group members from their interaction with clientele. The team has discussed and eagerly awaits input from area advisory group meetings. The group has discussed in detail the priority of needs as identified by the tem. Plans have been laid to address the identified needs via the planned programmatic methods. Specific efforts include Drought (which is an imperative issue), Range College (an integrated and expansive presentation of rangeland educational programming), and Wyoming Wildland Wisdom (90 second television snippets of Rangeland information for TV broadcast).

Responsible: SMRR team

By: Initially, Fall 2001, followed by continual sensing of the environment and coordinated program planning.

March 2004: Accomplished

Initiative team has been established and is operational. The team includes area extension educators, faculty and specialists. Advisory input is being received from Area Advisory structures, individual stakeholders, and via the reporting of individual group members from their interactions with clientele. The group has discussed in detail the priority of needs as identified by the team. Plans have been laid to address the identified needs via a variety of programmatic methods particularly suited to the audience.

4.A.2 - Applied research, demonstrations, and educational materials will promote an integrated approach to rangeland resource issues.

Action: Planned programs are all specifically tuned to address the integration of knowledge

from many segments of the sciences in order to best serve the educational needs of the clientele. This is a recurring theme of our discussions, championed by several holistic thinkers in the group's makeup.

Responsible: SMRR Team, Range College Chair and Curricula Chairs, Drought Effort Chair, Issue Team, and program contributors.

By: Ongoing

March 2004: Ongoing

4.A.3 - State initiative teams and area rangeland resource program teams will be formed soon after the strategic plan's implementation.

Action: Provide for and support teams and provide guidance with regard to compartmentalization of specific efforts.

Responsible: Extension Administration, SMRR Team

By: Accomplished Fall 2001. Currently under ongoing review and construction.

March 2004: Accomplished

"Area Rangeland Resource Program Teams" requires definition. Current staffing levels do not allow creation of Area Rangeland Resources Program Teams.

4.A.4 - Applied research and demonstration sites, with accompanying educational materials related to integrated rangeland resource management, will be established in all extension areas within three years.

Action: Drought Production studies which are a part of an integrated response to the current drought situation in Wyoming have been established all across Wyoming through cooperative efforts with Area Educators.

Responsible: Mike Smith and Phil Rosenlund lead this effort of the team.

By: Established in the summer of 2002 and expected to continue for three years.

March 2004: Completed and ongoing. Mike Smith leads this issue team effort of the Team.

Specific state-wide studies established in the summer of 2002. This effort should be and will be a perpetual objective.

4.A.5 - Extension educators will receive in-service training opportunities to improve or maintain their knowledge of rangeland resource subject matter, current issues, and their proficiency in employing integrated management approaches.

Action: Provide training opportunities during In-depth training winter of 2002-03, specifically the linkage with Landhelp.org. Additionally, WyoRange.net contains a portion of the website where educational materials developed by extension faculty and others is stored for downloading

by extension educators. These materials can either be instructive to the educator or employed as teaching tools.

Responsible: Wyoming Coached Land Planning team led by Mike Smith, WyoRange.net led by Eric Peterson.

By: Fall 2003 and ongoing

March 2004 - SMRR initiative chair and team.

The 2003 meetings of the State Coordinating Committee passed to initiative team's responsibility for major in-service training responsibilities. The spring of 2004 will contain the first educator in-service training selected and planned by the SMRR initiative team in cooperation with the PSAS team. In-service training opportunity discussions are a regular agenda item of the SMRR team.

Objective 4.B: Rangeland resource issues in Wyoming will be addressed through participation and leadership in collaborative processes (i.e., coordinated resource management).

Strategies:

4.B.1 - Develop and provide expertise on conflict resolution to assist individuals, firms, and agencies in addressing natural resource conflicts.

Action: Individual team members have these abilities and are employing them on an ongoing basis. This is perhaps the most pervasive of the activities of the range extension group on campus. There has been no direct Team action yet taken on this topic.

Responsible: SMRR Team

By: Ongoing efforts on the part of individuals and the campus range group.

4.B.2 - Expand UW CES' educational role to include facilitation, technical assistance, or representation as a stakeholder in the collaborative process.

Action: Same as 4.B.1 above

Responsible: Same as 4.B.1 above

By: Same as 4.B.1 above

4.B.3 - Extension educators (independent of discipline) will receive training in conflict resolution and participation in collaborative processes. Additional discipline specific and/or facilitator training may be provided to personnel involved in natural resource conflict resolution.

Action: Same as 4.B.1 above

Responsible: Same as 4.B.1 above

By: Same as 4.B.1 above

Objective 4.C: Educational programs will target non-technical audiences to increase understanding and appreciation for sustainable rangeland resource management.

Strategies:

4.C.1 - Use the entire media spectrum to disseminate information regarding ecological processes, successes in sustainable management, stewardship, multiple uses of rangeland resources, economic contributions of natural resource industries, and UW CES= rangeland resource programming efforts.

Action: Develop (continually) a website (WyoRange.net) which makes available a great diversity of rangeland information, and other important information to agriculturalists. Develop and implement the Range College Concept, and launching in January 2003, Wyoming Wildland Wisdom which is an effort to bring 90 second snippets of rangeland science and ecology to the masses.

Responsible: SMRR Team

By: Website is online spring 2002. Range College launches winter 2002-03, Wyoming Wildland Wisdom launches January 2003.

March 2004: Accomplished and ongoing (SMRR Team and particularly leadership of Issue Teams.

Developed the WyoRange.net website, which makes available a great diversity of rangeland information and other important information to agriculturalists. Created "Wyoming's Natural Resources" television spots which service the masses. Building on the television concepts via the development of a radio package. The digital video technology is also being explored with the development of DVD/CD's containing information addressing natural resource topics. Developing and implementing the Range College Concept which is aimed at providing lectures, workshops, and meetings oriented to provide educational consumers with in-depth and integrated informational needs. In the middle, the team has efforts underway which are leading to the publication of fact sheets and presentations. The team has also spearheaded an effort to collaborate with PSAS in the identification of appropriate programming content and understanding the methodologies most appropriately directed toward the needs of the "small acre" audience.

4.C.2 - Promote and support educational rangeland resource programs for youth, including 4-H projects, wildlife habitat evaluation, range judging, Ag in the Classroom, and natural resource camps.

Action: Two team members participated in the planning and conducting of 2002 WYRED. Discussions have been opened with 4-H Natural Resource personnel regarding natural resource project structure and content. Team members have been briefed regarding youth responsibilities of the team.

Responsible: SMRR Team

By: Ongoing

March 2004 – This is ongoing but effort may be hampered by loss of 4-H natural resource

contact. SIT has expanded membership to include a 4-H Natural Resource Specialist as a team member.

4.C.3 - Increase access to existing rangeland resource programming by encouraging participation from nontraditional audiences.

Action: Website access to materials via WyoRange.net and the partnership with Colorado's "Coached Land Planning" program. Planning completed and filming underway for Wyoming Wildland Wisdom which will reach a mass market.

Responsible: SMRR team (Eric Peterson, Mike Smith)

By: Completed Website spring 2002; content revision and additions are ongoing. Pilot for Coached Land Planning in Wyo in 2003.

March 2004 - Website launch has been achieved; content revision and addition is ongoing. Small Acre issue team has formed and is in the process of surveying audience needs. The team has several efforts which have mass media strategies as their underlying delivery methods. The mediums include television, radio, and website. The Small Acre audience has also been identified as a non-traditional educational consumer and the SMRR team has led the formation of a SMRR/PSAS cross initiative issue team which is currently identifying this audience's needs and how best to deliver educational programming for them.

4.C.4 - Produce and disseminate news releases and other productions to educate the public about rangeland resources and management programs.

Action: The Wyoming Wildland Wisdom is a direct attempt to reach the public about rangeland resource issues and education. Team members are developing educational productions and sharing them with the world via website. Several news releases have been written and distributed touting the availability of the website.

Responsible: SMRR Team and C/T Unit on campus

By: Initial launch in spring 2002; ongoing effort.

March 2004 – The team has found a great resource in our Communication and Technology shop's Senior Editor. Several stories on the team's activities have resulted. Additionally, the "Wyoming Natural Resources" television spots are a direct attempt to reach the public about rangeland resource issues and education. The radio effort expands the concept. Team members are developing educational productions and sharing them with the world via website.

4.C.5 - Review and modify, as necessary, existing written and audiovisual natural resource education materials. Create new materials as the need arises and resources allow.

Action: This is occurring as team members develop curriculum for the Range College.

Responsible: Topic areas are assigned to individual team members under the leadership of Range College Chair (Blaine Horn).

By: Ongoing

March 2004 – Responsible: Range College, Fact sheet, and Slide presentation Issue Teams leadership. This is occurring as team members develop curriculum for Range College, write fact sheets, develop presentations, etc. The team has adopted review processes for educational materials generated.

4.C.6 - Encourage broader participation in existing natural resource programming through expanded mailing lists and more effective advertising and marketing.

Action: Range College and WyoRange.net marketing efforts are planned to reach broader audiences as well as provide incentive for area educators to expand their rangeland programming.

Responsible: SMRR Team

By: Efforts are ongoing to expand audiences

March 2004 - The video and radio efforts are specifically directed toward broadening participation in educational moments.

Objective 4.D: Educational programs for Wyoming agricultural producers, landowners, and other rangeland resource managers will promote natural resource sustainability and stewardship.

Strategies:

4.D.1 - Provide comprehensive educational programs in the following areas:

- Sustainable grazing management (private and public rangelands, small acreage landowners)
- Rangeland management and monitoring
- Intensive non-native pasture management
- Riparian management (non-point source pollution) and water quality
- Integrated management of invasive species on wildlands (noxious weeds, insect pests, poisonous plants, etc.)
- Wildlife habitat enhancement
- Integrated management processes

Action: All of these topics are addressed either directly or indirectly through the programs of the Range College and/or the development of fact sheets or slide presentation. Some of these topics are addressed by materials prepared and distributed on www.WyoRange.net.

Responsible: SMRR Team and Range College curricula chairs.

By: January 2003

March 2004 – Ongoing. All of these topics are addressed either directly or indirectly through the programs of the Range College and/or the development of fact sheets or slide presentation.

4.D.2 - State and area rangeland resource specialists will stay abreast of research progress and trends related to the above strategies and will provide up-to-date information, educational programming, newsletters, etc., in a user-friendly form for clients and extension educators.

Action: Specialists provide educational programming at the request of area educators and also in forums which provide professional development opportunities for extension educators and clientele.

Responsible: Range Specialists

By: Ongoing

Objective 4.E: UW CES will provide educational programs that address public policy influences on rangeland resource management issues in Wyoming.

Strategies:

4.E.1 - Rangeland resource program teams will consider current policies in needs assessment and development and implementation of educational programs.

Action: SMRR Team is anxiously awaiting input from Area Advisory teams, and has in fact received input from one such area group, employing it in our prioritization discussions.

Responsible: SMRR Team leadership

By: Ongoing, beginning fall 2002

March 2004 - SMRR team is employing input from Area Advisory teams and integrating that input with CES policies and resources; as well as exploring non-traditional programming and resources.

4.E.2 - Specific educational programs may be developed to address existing or potential policy decisions (i.e., threatened and endangered species, grazing permit renewal, rangeland reform, standards and guidelines for grazing, consumptive use restrictions, etc.).

Action: Drought management programming was featured the winter and spring of 2002, intended to educate policy makers in agencies as well as public land permittees. Other specific policy education programming may be developed as issues arise.

Responsible: Area Educators and SMRR team (2004-specialists, also)

By: Commencing spring 2002 and ongoing

March 2004 - Department specialists seem to have the best strategic alignment to address these issues.

4.E.3 - UW CES will collaborate with federal and state agencies and other stakeholders to ensure timely and objective responses to public policies.

Action:.

Responsible: SMRR team, UW Range Specialists, and area educators

By: Ongoing

March 2004 - UW CES specialists are members of the Wyoming State Range Team, a group of USFS and BLM regional range program leaders. Area educators are encouraged to form and nurture partnerships with agency personnel. SMRR team leadership is involved with NRCS leadership exploring the enhancement of linkages and SMRR team is considering the addition of NRCS liaison to the team.

4.E.4 - Rangeland resource specialists and program team members will monitor public policies that affect resource use in Wyoming and the surrounding region. Specialists and team members will develop educational programs and materials to explain policies to stakeholders and the general public.

Action: This is an ongoing process.

Responsible: Area Educators and SMRR Team

By: Ongoing

4.E.5 - Emerging rangeland resource and environmental issues will be addressed with as little bias as possible by newly developed educational programs, as soon as reliable information is available.

Action: This is a normal and ongoing course of action.

Responsible: Area Educators and SMRR Team

By: Ongoing

5. Enhancing Wyoming Communities and Households

Goal 5: Enhance Wyoming communities and the financial well-being of households through relevant integrated educational and resource management programs.

Objective 5.A: Community issues will be addressed using a multidisciplinary educational approach.

Strategies:

5.A.1 - Identify emerging local and state issues and develop multidisciplinary teams to address these concerns through community collaboration and education programs.

Action: Assess what is currently being done in leadership education – talk with Rick Miller (UW) and George Parks (WAM) on leadership education programs for elected officials. (Completed Sept. 02)

The leadership development issue team will explore and develop a program framework (how-to guide) for Extension educators interested in creating local, county or area programs. This could include a list of components or attributes, development guidelines, potential UW resources and other websites for supplemental information.

Responsible: Roger Coupal, Milt Green, Phil Rosenlund, Bill Taylor, Patty Booher, Mary

Martin, Barb Daniels, and Rhonda Shipp.

By: April 2003

March, 2004

- *Extension Volunteer Organization for Leadership, Vitality and Education (EVOLVE) is the name of the UW CES leadership program. The 100+ page handbook serves as a general guide to creating a community-based grassroots driven program. This is what differentiates it from other programs. Other unique characteristics of EVOLVE is the combination of three components: skills building, community based experiences and individual assessment day.*
- *Seven EWCH team members attended Community Vitality Training in Feb. 2004. Final approval is pending on a \$12,000 grant from WRDC enabling the EWCH team to train other Western states in the EVOLVE philosophy in winter 2005.*
- *Five EWCH team members completed observer training and, with a University of Idaho peer, assisted 26 PCLI participants to complete their individual leadership assessment day.*
- *New EVOLVE programs currently in various stages of planning are Wyoming Black Hills Leadership Institute, Leadership Big Horn County, Fremont County, Lincoln County, Sublette County, and Uinta County. Park County Leadership Institute is nearing completion of the seven-month course with 26 participants.*
- *EWCH website further developed to provide educator and consumer information/links in this initiative.*
- *West Nile public education included securing \$3,000 for the Laramie County mosquito program and providing programming in 3-day program with 28 people attending.*
- *Newsletter articles on officer positions in typical organizations/groups.*
- *Committee member of Safe Communities Task Force addressing teen/adult vehicular death increases. As a coalition of committee members, they encouraged legislators and local government to address seatbelt use, graduated driver's license/driver's education issues, etc.*
- *Workshops presented by EWCH team members: "Writing the Agreement", "Conflict Resolution", "Designing a Way Forward", "Listening from the Heart", "Communication", "Social Action Process", "Learning Styles", "Leadership", "Facilitation Trainings", "Public Speaking", "Managing Change" and more.*

5.A.2 - Assist state and community leaders in planning for demographic, population, and related policy changes.

Action: Impact models, economic analyses, population analyses.

Responsible: Tex Taylor, Roger Coupal, Tom Foulke, et a

By: Ongoing

March 2004

- *Worked with Teton Area Advisory Forum consisting of two states, one region = one vision. Organized the facilitation of community visioning project for Alta, Wyoming, and Driggs, Idaho for the Teton-Idaho master plan.*
- *Saratoga class project assisting students to attain a WBC grant.*
- *Served as resource team members for Mills Community Assessment.*

5.A.3 - Provide leadership in educating Wyoming's community leaders, individuals, and households to better address issues affecting them.

Action: Determine local programming in school districts throughout state in "Mediation for Kids" – character development, peer mediation. (Completed Sept. 02)

Conduct pilot test in a Sheridan elementary school to evaluate effectiveness, usefulness and acceptance of "Mediation for Kids" curriculum.

Responsible: Alan Schroeder, Donna Birkholz, Mary Martin, Lucy Hansen

By: April 2003

March, 2004

- *EWCH team completed 32-hour Certified Mediator Training in September 2003 and taught by Dr. Alan Schroeder with assistance from EWCH members with organization, registration and teaching. As a result, EWCH team members have provided third party facilitation/mediation nine times for organizations or individuals such as Big Horn County and Powell Valley Economic Development Councils, Cody and Powell Chambers, Town Council of Cowley, Riley Ice Arena dispute, community visioning groups, organizations, Northern Arapaho Community Assessment, etc.*
- *Two EWCH team members serve as representatives on a statewide Mediation committee to explore statewide organization.*
- *Series of four sessions of four-hour workshops for Cheyenne City and Laramie County officials on mediation - 30 people.*
- *Two-hour program on use of mediation in Platte County.*

5.A.4 - Analyze economic situations and policy changes to determine the economic impacts on local, county, and regional economies.

Action: Participate in grant through UW Health Sciences and WY Dept. of Health to study the issue of being uninsured in Wyoming. UW CES will serve as coordinators of the statewide focus groups targeting specific populations. We will make all local arrangements, identify and contact focus group participants, serve as assistant moderators assisting with data collection and helping with data analysis.

Responsible: Donna Birkholz, Mary Martin, Milt Green, Rhonda Shipp, Phil Rosenlund, and Patty Booher.

By: April 2003

March 2004

- Received \$4,000 from USDA Rural Health Planning project for participation in research study by UW Health Sciences and WY Department of Health.
- Participated in meetings about Sam Western's book around state.
- Trained EWCH team in Wyoming socio-demographics.
- Presentation on economic data on grazing reduction to Fremont Cattlemen's Association, Riverton Economic Development Association and Kiwanis Club.
- Conducted study on "The Potential Economic Impact on the Economy of Southwestern Wyoming from the Designation of Critical Habitat for the Preble's Meadow Jumping Mouse" with outcomes including: listening sessions in five SE Wyoming counties, preliminary report of Governor's Office, linear programming model and presentations on results.
- Published "Payment in Lieu of Taxes to Wyoming Counties" annual fact sheets 2004, "A Concise Guide to Wyoming Coal 2003 and ongoing "Wyoming Economic Atlas" website maintenance.
- Impact or trade area capture analyses – Medicine Bow National Forest Plan, Bighorn National Forest Plan, Uinta EDC, coal industry, Pinedale and Rawlins RMP's, cost of providing community services, Jonah Natural Gas Field Infill, South Piney Natural Gas Field, feasibility of coal gasification facility, Sublette County-EnCana Oil and Gas, and economics of federal livestock grazing in Fremont County.
- IENR/UW CES publication on "Role of Ag in Maintaining Open Space."

Objective 5.B: Decision-makers and enterprises will gain expertise to make better economic decisions, diversify economic activities, manage resources, and develop effective financial plans.

Strategies:

5.B.1 - Deliver educational programs in enterprise development, including micro-enterprises, home-based businesses, and agricultural financial management, designed to teach how to establish and maintain an economically viable business enterprise and develop decision-making skills.

Action: Create a holistic "Enterprising Rural Families" on-line course.

Responsible: John Hewlett, Randy Weigel, Gail Gordon, Bill Taylor, Milt Green, Australia and Canada counterparts.

By: E-course starting November 2002 and January 2003

March 2004

- Conducted "Enterprising Rural Families" on-line course beta test with four participants – two Australians, one Canadian and one American. Authors from the EWCH team include John Hewlett, Gail Gordon, Bill Taylor and Randy Weigel. Presentations at UW and Australia.
- Presentations on community-owned clothing store to county commissions in Carbon,

Goshen, Converse, and Laramie Counties.

- *Continued enrollment in Beef and Sheep home study courses. New beef six- course finished and will be available May 2004.*
- *Refereed articles such as “Custom Rates”, “Labor Management”, and “Trade Assistance for Farmers”.*
- *Websites such as Risk Management for Ag Families.*
- *Team taught Nx Level class and created DESIRE (Developing Entrepreneurship Skills in Rural Economies), a skill development program targeted to limited resource audiences.*

5.B.2 - Develop and support youth entrepreneurship and incorporate it into existing programs.

Action: Currently some individual efforts, i.e. Milt.

Responsible:

By:

March 2004

- *Some involvement in youth learning center development in Fremont County.*

5.B.3 - Utilize all media outlets to increase residents’ understanding of economics and the role of individuals, households, businesses, and institutions in building and maintaining a strong economy.

Action: News releases, PSAs, websites, pamphlets, etc.

Responsible: EWCH initiative team members.

By: Ongoing

March 2004

- *Economic development presentation was part of an EVOLVE Leadership Institute curriculum, February 2004.*

5.B.4 - Deliver educational programs in developing alternative enterprises.

Action: Agriculture Diversification Conference in Sheridan – EWCH team will help in promotion.

Responsible: UW CES personnel, SARE grant supporters.

By: September 23-25, 2002 in Sheridan, Wyoming.

5.B.5 - Deliver educational programs and training in integrated management designed to assist people in efficient resource management and alternative uses of existing resources.

Action: WIRE.

Responsible:

By:

Objective 5.C: Increase Wyoming residents' knowledge and understanding of consumer and household economic issues by offering educational programs that focus on lifelong financial management and decision-making skills.

Strategies:

5.C.1 - Deliver educational programs in agricultural and household financial management, including low-income financial management and youth and young adult financial management programs, designed to develop solid decision-making skills.

Action: Develop web presence in FRM and link to other on-line resources. Divide components in this objective among initiative team members and take the lead in familiarization, distribution of relevant information, and related expertise.

Responsible: Gail Gordon, Barb Daniels, Donna Birkholz, Mary Martin, and Rhonda Shipp

By: April, 2003

March 2004

- *FRM website created, developed and available to consumers.*
- *Personal Finance course taught on-line.*
- *Personal finance presentations given to various community audiences and students on debt/budgeting, family financial management for Habitat for Humanity, home filing systems, Pocket Change programs for Sheridan High School Life Skills Class, Transfer of Non-Titled Property, Needs vs. Wants for alternative high school students, Identity Theft and Fraud for Seniors, and Cost of Attending College for Jr. Leaders.*
- *Three sets of SCOPE classes for nine hours, 30 attendees, and six Wyoming Girls' School students. Finalized SCOPE lesson plans and materials which are now available to EWCH team members and others interested in teaching the series.*
- *Created "All About Money", a five part series and presented to Women's Task Force in Driggs, Family Task Force in Jackson, Family Task Force in Big Piney.*
- *Computed Power Pay credit payments for eight Park County clients and developed handout on interpreting results.*
- *Developed numerous education materials on financial issues.*
- *Serve on National Initiative Management team for Financial Security in Later Life.*

5.C.2 - Deliver educational programs and unbiased information to assist individuals in becoming smart consumers and making wise purchases.

Action: Hold a "kick-off" or feature event on financial management statewide.

Responsible: EWCH initiative team members.

By: On hold

March 2004 – No Action.

5.C.3 - Use all media outlets to increase residents' understanding of economics and the role of individuals, households, businesses, and institutions in building and maintaining a strong economy.

Action: News releases, PSA's, brochures, on-line presence.

EWCH team members received four resources to assist with background, reliable substance for public distribution, etc. (Completed November, 02)

Responsible: EWCH initiative team members.

By: Ongoing.

March 2004

- *Ongoing series of news column articles on financial management topics such as fraud, investing, savings bonds, consumer alerts, etc.*

Goal 6. Educational Model and Organizational Leadership

Objective 6.A - Field Staffing:

Strategies

6.A.1 - UW CES will have an office in each county.

Action: Work with County government to maintain office in each county.

Responsible: Associate Directors, director and county coordinators.

By: Current and ongoing.

March 2003 - Completed – have an office in each county, one on the Wind River and two in Big Horn and Fremont Counties.

6.A.2 - Each office will be staffed by a minimum of two educators. One of these educators will focus on 4-H and Youth Development, the other on one or more of the other four initiatives.

Action: Work with County government to maintain a minimum of one area educator in each county office.

Responsible: Associate Directors, director and county coordinators.

By: Current and ongoing.

March 2003 – have a least one area educator and one 4-H educator in each county. Sublette, Niobrara and Weston counties have two area educators; one or both with substantial 4-H/youth responsibilities.

March, 2004 – 4-H educator position with shared funding developed in Sublette County. Area educators no longer share the youth responsibilities.

6.A.3 - This new structure organizes the state into nine multi-county extension areas within Wyoming. Educators will specialize in various initiatives and work across county boundaries

within each multi-county extension area. For the greatest organizational impact, educators will work in initiative areas where they have specialized training and experience. The UW CES extension areas with the associated minimum complement of UW funded educators are:

1. Hot Springs, Park, Big Horn, and Washakie Counties: 5 area educators and 4 4-H educators (one per county)
2. Sublette, Lincoln, and Teton Counties: 4 area educators and 3 4-H educators (one per county)
3. Fremont County and Wind River Indian Reservation: 3 area educators and 2 4-H educators (one per county)
4. Uinta and Sweetwater Counties: 3 area educators and 2 4-H educators (one per county)
5. Carbon and Albany Counties: 3 area educators and 2 4-H educators (one per county)
6. Goshen, Platte, and Laramie Counties: 4 area educators and 3 4-H educators (one per county)
7. Niobrara, Converse, and Natrona Counties: 4 area educators and 3 4-H educators (one per county)
8. Johnson and Sheridan Counties: 3 area educators and 2 4-H educators (one per county)
9. Campbell, Crook, and Weston Counties: 4 area educators and 3 4-H educators (one per county)

Action: Work with UW CES educators and county government to organize extension area programming.

Responsible: Associate Directors, director and county coordinators.

By: July 1, 2002.

March 2003 – Completed – Currently in the process to hire an area educator in the Desert West extension area (Sweetwater and Uinta counties.)

March, 2004 – completed - Vacant position searches underway

6.A.4 - The 4-H and Youth Development Initiative will be county developed and county focused. As a result, one position in each county will be dedicated to developing the 4-H and Youth Development Program within the county. UW CES will fund half this county 4-H and Youth Development position. Most counties currently fund at least half a 4-H and Youth position to make this a full-time position. All counties will be invited and encouraged to provide the funding to make this a full-time position.

Action: Work with county government to provide funding for a full FTE of 4-H and Youth educator in each county.

Responsible: Associate Directors, director and county coordinators.

By: Current and ongoing.

March 2003 – All counties provide at least 1/2 FTE for the county 4-H/youth position except Sublette, Weston, Niobrara, Goshen and Hot Springs counties. CES will continue to encourage

these counties.

March 2004 – 4-H educator position with shared funding developed in Sublette County. Area educators no longer share the youth responsibilities. CES will continue to encourage Weston, Niobrara, Goshen, and Hot Springs Counties.

6.A.5 - If a county is willing to fully support one full-time 4-H and youth development position, then the half-time state support for 4-H and youth development in that county may be dedicated to another initiative area, determined in consultation with extension area teams, the county government and area advisory teams.

Action: Work with county government in those counties providing support for a full FTE of 4-H and youth educator, to determine how a ½ FTE should be used. These counties are Crook, Converse, Platte, Campbell and Sweetwater. First priority for UW CES funding will be given to those counties with only one UW funded area educator (Crook and Sweetwater).

Responsible: Associate Directors, director and county coordinators.

By: Crook and Sweetwater arrangements should be complete by July 2002 and other counties are ongoing.

March 2003 - Funding has been allocated for Crook, Campbell and Sweetwater County positions but the decision on how funds will be used pending. Summer 4-H Interns were provided these counties last summer.

March 2004 - Position has been offered as a shared position between Crook and Campbell Counties. Sweetwater and Converse Counties have been offered funds but decisions on how to use the funds is pending. Summer 4-H Interns were provided these counties last summer.

6.A.6 - County Extension Coordinator: One educator located in each county will serve as the county extension coordinator. The county coordinator will administer the county Cooperative Extension program in each county.

Action: Work with county government to assign a county coordinator in each county.

Responsible: Associate Directors and director.

By: Completed and ongoing.

Objective 6.B - Campus Staffing:

6.B.1 - Reduce Specialist FTE: To provide funds for items such as training and retooling of personnel, and increased technology demands, the number of campus-based specialists will be reduced by four FTEs; from 24 in fall 2000 to 20 FTEs).

Action: Work with college and university administration to define critical needs and implement optimal specialist staffing.

Responsible: Director, associate directors, department heads, state initiative teams, and state coordinating committee.

By: Current and ongoing.

March 2003 – Specialist staffing has been reduced by 3.3 FTEs. Unfortunately most of the funds have not returned to UW CES for the purposes indicated but have been lost in Centralized Position Management.

March, 2004 – Hired new entomology and weeds specialists. Water specialist position search is in process. Currently have 20.75 specialist FTE.

6.B.2 - Reduce Departmental Extension funded staff FTE - The number of other extension-funded departmental staff will be reduced by two FTEs within the College of Agriculture. In addition to balancing state specialist and educator staffing, these personnel changes should be guided by program initiative priorities and reflect the focus and objectives of these initiatives.

Action: Work with college administration to reduce extension-funded departmental staff by two FTE.

Responsible: Director and department heads.

By: Completed by July 2005.

March 2003 – Little effort has been directed towards this up to now. Director will begin discussion with the Dean.

March, 2004 – No progress and little effort spent on this.

Goal 7. - Program Leadership

The proposed model establishes a program leadership system that rests with area- and state-level teams. Since issue and education needs are seldom simple or of a single disciplinary nature, teams provide the interdisciplinary vision and range of expertise to develop the creative and comprehensive programming necessary to address complex issues.

Objective 7.A - Organize Extension Area Teams: County educators, area educators, and the associate director (ex-officio) in each extension area comprise an extension area team. These teams will appoint or elect a chair and hold regular meetings, providing administrative updates and in-depth discussion of area issues programming.

Action: Organize extension area teams for each extension area. Teams should select a chair and organize themselves to provide extension programming for their area.

Responsible: Director, associate directors.

By: Completed, July 2002.

Objective 7.B - Organize State Initiative Teams: A separate team has been developed for each of the five program initiatives. The teams would have membership as follows.

Profitable and Sustainable Agricultural Systems State Initiative Team

Department Heads:	Agriculture and Applied Economics Plant Sciences Animal Sciences Renewable Resources
Field Educators:	One from each extension area for a total of 9
Specialists:	Two - Animal Sciences and Plant Sciences
CES Administrator:	One

4-H and Youth Development State Initiative Team

4-H Coordinator: One
Field Educators: One from each extension area for a total of 9
Specialists: Two
CES Administrator: One

Nutrition and Food Safety State Initiative Team

Department Heads: Animal Sciences
Family and Consumer Sciences
Field Educators: One from each extension area for a total of 9
Specialists: Two - Animal Sciences and Family and Consumer Sciences
CES Administrator: One

Sustainable Management of Rangeland Resources State Initiative Team

Department Heads: Agriculture and Applied Economics
Plant Sciences
Renewable Resources
Field Educators: One from each extension area for a total of 9
Specialists: Two - Agricultural and Applied Economics and Renewable resources
CES Administrator: one

Enhancing Wyoming Communities and Households State Initiative Team

Department Heads: Agriculture and Applied Economics
Family and Consumer Sciences
Field Educators: One from each extension area for a total of 9
Specialists: Two - Agricultural and Applied Economics and Family and consumer
Sciences
CES Administrator: One

Action: Organize an initiative team for each of the program initiatives.

Responsible: Director, associate directors.

By: Completed February 2001.

March, 2004 – State Initiative team membership opened to allow additional specialists.

Objective 7.C - Organize Issue Teams:

Action: Organize issue teams as the need is identified.

Responsible: State Initiative Teams, director and associate directors.

By: Ongoing.

March 2003 – Each State Initiative team has created issue teams.

March 2004 – Issue teams added.

Profitable and Sustainable Agricultural Systems –

- Home and Community Horticulture
- Cropping Systems
- Livestock Systems

4-H and Youth Development

- Records Books
- Camps

Nutrition and Food Safety

- Nutrition for special needs
- Basic healthy nutrition
- Food security
- Food preservation
- Food safety

Sustainable Management of Rangeland Resources

- Range College
- Drought

Enhancing Wyoming Communities and Households

- The Community - Leadership
- The Firm – Enterprising Rural Families Business
- The Family – family Financial Management

Objective 7.D - State Coordinating Committee: A State Coordinating Committee will be developed to provide guidance to the director in resource allocation among state initiative teams and other issues. This committee will be comprised of the chairs from each of the initiative teams, the director and associate directors.

Action: Organize the State Coordinating Committee.

Responsible: Director.

By: Completed May 2001.

March 2003 – Coordinating committee is organized and met three times during 2002, once by conference call on hiring, once for budget and once in a two day retreat.

March 2004 – This effort is on track. Will meet again in late May or early June.

Goal 8. - Administration, Leadership and Position Responsibilities

Objective 8.A - Implement Administrative model -

Under the new administrative model (characterized below), educators and program associates who are university employees report to an associate director. Field educators, program associates and staff who are county employees report to their county coordinator. Associate directors supervise county coordinators. County coordinators have a close working relationship to other educators working in the county program because they have responsibility to organize and oversee the county extension program. The supervisory patterns for specialists are unchanged from the traditional model.

Strategies -

8.A.1 - Associate Directors: Appoint/assign two associate directors whose primary responsibilities include:

- Personnel administration and supervision. The associate directors shall have direct administrative supervision of all area and county UEE personnel within their respective areas.
- Sharing responsibilities with the director for state operations, program liaison, and

administrative oversight of UW CES in general.

Action: Appoint/assign two associate directors. Each will have administration and supervision responsibility for about half of the extension areas and field employees.

Responsible: Director.

By: Ruth Wilson's responsibilities were realigned to match Plan's administrative assignments as of October 1, 2001. An additional Associate Director will be hired by September 30, 2002.

March 2003 –completed. Duane Williams was hired September 2002. Responsibilities have been aligned.

March 2004 - completed

8.A.2 - Director: The state director will be responsible for:

- Organization
- External relations
- Campus relations
- Federal relations and accountability
- Associate dean duties
- Liaison with the College of Agriculture
- Planning, program liaison
- Budget
- General oversight of personnel
- State operations

The director may assign these and other duties to the associate directors and/or the federal relations coordinator as needed or is expedient.

Action: Realign director's responsibilities.

Responsible: Director.

By: Completed October 2001.

8.A.3 - Appoint/assign a 4-H and Youth Development Coordinator The 4-H and Youth Development Initiative will be led by a 4-H and youth development program coordinator. This coordinator will be located on the UW campus and will serve as a leader of the 4-H and Youth Development program.

Action: Appoint/assign 4-H and Youth Development Coordinator.

Responsible: Director.

By: Completed December 2001.

8.A.4 - Appoint/assign a Staff Development and Federal Relations Coordinator

Action: Appoint/assign a Staff Development and Federal Relations Coordinator

Responsible: Director.

By: Completed April 2001.

8.B. - Realign Job Descriptions and Assignments -

Strategies -

8.B.1 – Evaluate and revise job descriptions for County 4-H and Youth Development Educators to be sure that they are consistent with duties under the plan. County 4-H and Youth Development responsibilities include:

- Coordinate the county 4-H program
- Deliver educational programs in 4-H and youth development
- Participate on state and area program teams

Action: Evaluate and if needed revise 4-H and Youth Development Educator's job descriptions.

Responsible: Associate Directors.

By: Completed by October 2002 and ongoing.

March 2003 – all educators have a new job description which accounts for changes under the strategic plan. Fine tuning of those job descriptions and the process of creation is ongoing.

March 2004 - completed

8.B.2 - Evaluate and revise job descriptions for Area Extension Educators: Multi-county area educators will assume programming responsibilities within the other four UW CES program initiatives: Area educator functions include, but are not limited to, the following:

- Interfacing with researchers to provide contemporary information to area clientele
- Interfacing with state extension specialists, receiving training and information from state extension specialists, and bringing newfound knowledge to educational programs in response to clientele needs
- Interfacing with other area educators, state specialists, clientele groups, etc., in assessing the needs and issues of communities and counties for which he or she has programming responsibilities; developing and delivering programs in response to those needs and issues
- Providing subject matter training within area of expertise
- Assisting clientele with timely, accurate information and education as feasible, given resource constraints
- Providing program leadership and oversight for area and local programs in his or her area of expertise and interest
- Coordinating, marketing, and evaluating programs
- Addressing ?immediate? educational needs of clientele in accordance with state initiatives (walk- and call-in traffic)
- Providing university outreach functions
- Working in conjunction with area and state teams to identify and facilitate implementation of

educational programs in initiatives priorities

Action: Evaluate and if needed revise Area Extension Educator's job descriptions.

Responsible: Associate Directors.

By: Completed by October 2002 and ongoing.

March 2003 – all educators have a new job description which accounts for changes under the strategic plan. Fine tuning of those job descriptions and the process of creation is ongoing.

March, 2004 – completed.

8.B.3 - Add area educator stipend –As compared to a county assignment, an area educator assignment implies added travel and programming challenges. In recognition of this, area educators will receive a stipend equal to the county coordinator's stipend. No individual, regardless of assignment, may receive more than one stipend.

Action: Provide a \$1,008 stipend to each area educator.

Responsible: Director and Business office Manager

By: Completed by July 1, 2002

March 2003 – completed.

8.B.4 - Area Educator Travel and Program Considerations - Travel, expenses, and program delivery costs within counties will be largely the responsibility of the county that receives the programming. However, UW will provide some funding for travel between counties within extension areas. The university will provide a pool of funds to each area educator equal to \$1,000 per area educator for travel between counties. An additional \$750 per area educator will be held system-wide for area educator travel. The State Coordinating Team will work with the director to allocate those funds among program initiatives and extension areas.

Action: Identify and allocate Area Educator travel funds.

Responsible: Director and State Coordinating Committee.

By: Completed by July 1, 2002 for FY 2003 and ongoing.

March 2003 – Area educators were allocated \$1,000 per educator for area travel. The special pool will be implemented next year, by February 2004.

March 2004 – Area travel demand still does not exceed the budget. Will monitor FY 2004 expenditures.

8.B.5 - County Extension Coordinator: The county coordinator is an assignment rather than an administrative appointment. County coordinators shall be assigned for an indefinite term based on annual evaluation and/or extended term renewal, as is the case with other field-based positions. The county coordinator has supervisory responsibility for clerical employees and other county staff. The associate directors will supervise university extension educators and university program associates.

County extension coordinators will receive the same administrative stipend currently received by county chairs. The responsibilities of the county coordinators will include acting as an area educator or county 4-H and youth development staff member and as a liaison between the county and UW CES (budgetary and commissioner interaction). When appropriate, county coordinators

also will supervise county-paid staff and volunteers and link clientele and UW faculty.

Action: Appoint/Assign a County Coordinator for each county.

Responsible: Associate Directors and director.

By: Ongoing

March 2003 – Completed.

8.B.6 - Develop a career path for Program Associates to become University Extension Educators:

Action: Investigate possible career tracks from Program Associate to University Extension Educator. Appoint a committee to consider alternative opportunities. Develop and implement a policy.

Responsible: Director.

By: Completed by July 2004.

March 2003 – Completed.

8.B.7 - Department Heads: Department heads will participate in the state initiative teams as part of their UW CES appointments. As team members, department heads will provide technical expertise, perceptions, and experience in extension resource allocation for educational programming. Department heads will serve as liaisons between their departments, UW CES, specialists, clientele, and university faculty and will provide administration, supervision, and evaluation of state program specialists.

Action: Dialogue with college department heads on their role in Extension leadership under the plan.

Responsible: Director.

By: Initial discussion has occurred and ongoing

March 2003 – Each department head has been involved in initiative team deliberations and work.

March 2004 – Greater department head involvement would be preferred but perhaps not reasonable.

8.B.8 – Evaluate job descriptions for state program specialists: State program specialists are College of Agriculture academic professionals and faculty who have a subject matter expertise and focus. A portion of their job description is assigned to UW CES programming. State specialist duties include the following:

- Interfacing with researchers to understand and assist with current and ongoing research projects
- Bringing current and ongoing research results into clientele programs, extension bulletins, and/or popular press articles as appropriate, with the overall goal of developing a better-informed clientele
- Interfacing with regional counterparts and national program leaders to forward program initiatives, as well as educational programs that address national priorities, while using ?already developed? program materials where appropriate
- Providing subject-matter training to educators, field staff, and interested others on

specific techniques or concepts and/or national and regional issues as needed

- Collaborating with other specialists, educators, and field staff on programs and projects as appropriate, including off-campus research with field educators
- Assisting clientele with timely, accurate information as feasible, given resource constraints
- Providing program leadership and oversight for initiative programs as they arise or are necessary in an area of expertise
- Contributing to statewide and regional educational programs and initiatives as appropriate
- Providing support to the 4-H and Youth Development program (5 to 10 percent of effort).

Action: Evaluate and revise specialist job descriptions to be consistent with duties under the Plan.

Responsible: Director and department heads.

By: Ongoing.

March 2003 – We haven't really started on this for current specialists. New specialists' job descriptions have been aligned.

December 2003 – no added progress.

8.B.9 - Job descriptions should be written so that specialists with split appointments will be accountable for UW CES duties and will be required to fulfill them. Program teams will be an integral part of specialists' job descriptions. State program specialists should have a minimum of 33 percent UW CES appointment. Three-way assignments (teaching, research, and extension) should be avoided whenever possible.

Action: Evaluate and revise as possible specialist job descriptions to be consistent with this guideline.

Responsible: Director and department heads.

By: Ongoing

March 2003 – We haven't really started on this for current specialists. New specialist's job descriptions have been aligned.

March 2004 – no additional progress.

8.B.10 - Funds will be set aside to contract specialists in initiative or critical short-term issue areas. Such positions shall be based on a periodic (three to five year) renewal if performance and need dictates.

Action: Seek opportunity to address the specialist needs of the UW CES Initiatives using contract specialists.

Responsible: Director, State Initiative Teams and department heads.

By: Ongoing

March 2003 – CES hasn't actually tried this yet but we are still dedicated to try it.

March 2004– Goal made it into Academic plan and we are tying this with a grants coordinator position.

8.B.11 - Appoint/assign a Grants Coordinator (campus)

Action: Hire a grants coordinator to help specialists and educators develop fundable project proposals.

Responsible: Director.

By: As funding allows.

March 2003 – The funding has been identified to hire a grants coordinator on a three- year contract to work directly with initiative teams to help them acquire and manage funding for team extension and applied research efforts. This was identified as a top priority of the Administrative Team/State Coordination committee in fall 2002.

March 2004 – Search in process.

8.B.12 - Appoint/assign a Communications Coordinator (campus)

Action: Investigate opportunities to develop the great impact through more effective instructional design and technology.

Responsible: Director.

By: As funding allows.

March 2003 – We really haven't made any progress on this effort beyond discussion regarding what such a position would do for us and how it would fit in the structure of UW CES. This was identified as a lower priority than the Grants Coordinator.

March 2004 – no added progress

Goal 9 - UW CES Flexibility and Change

Structure must be flexible and re-evaluated regularly; therefore, it is not intended that this model be static or last forever. Future administration and UW CES planning committees must continue to examine the current structure to determine if educational needs can be addressed in a more efficient and productive manner, while retaining those items that continue to function well.

Objective 9.A – Enhance effectiveness of UWCES through a process of looking forward continuously and responding quickly to change.

Strategies –

10. Internal and External Relations

Goal 10: Ensure that Wyoming residents, the College of Agriculture, and the greater university recognize UW CES as a primary source of credible, applicable, research-based information.

Objective 10.A: UW CES will acknowledge Wyoming residents as clients pursuing knowledge and lifelong learning opportunities. Our clientele can expect programs that are timely, reliable, accurate, and practical through open and easy access to UW resources.

Strategies:

10.A.1 - Serve as front-line offices for the University of Wyoming, ensuring that residents of the

state have easy access to university information.

Action: Investigate opportunities to assist communities to engage the University to meet community needs.

Responsible: Director and associate directors.

By: Develop a more specific action plan by December 2002.

March 2003 – Action plan has not been developed. Complete by December 2003.

March 2004 – developed specific action items in UW CES Academic plan.

- *Explore, with the Outreach School, ways to facilitate shared information among University Outreach employees, groups and offices. Development of a common website containing needed information is a possible approach to better information flow and better client service. (Director of Extension, December 2004, met and discussed)*
- *Provide up-to-date, high-quality public interest publications and improve client access. (Director and Communications Coordinator, ongoing, greater impact)*
- *Work with other UW colleges to designate contacts to improve response to client questions and needs for education. (Director, ongoing, greater impact)*

10.A.2 - Use existing links with 4-H, FFA, FHA, and other youth organizations to play an important role in university outreach.

Action: Investigate opportunities to broaden and make more effective UW CES' role in University outreach to youth.

Responsible: 4-H and Youth Development Coordinator and Director.

By: Develop a more specific action plan by December 2002.

March 2003 – Action plan has not been developed. Complete by March 2004.

March 2004 –

10.A.3 - Provide up-to-date, high-quality public interest publications.

Action: Assess and evaluate the effectiveness of UW CES educational materials system. Finalize implementation of the publications policy.

Responsible: Director and C&T manager.

By: Develop a more specific Action plan by October 2002.

March 2003 – Substantial progress has been made on publications. The revised publications policy has been implemented. The C&T group is doing a great job promoting the College and Cooperative Extension and supporting faculty and educators in their educational role. A more complete action plan has not been developed. Complete action plan by December 2003.

March 2004 – Web page committee has worked with web manager to greatly improve the CES web page.

10.A.4 - Provide customer service training to personnel.

Action: Develop an employee-training plan that includes customer service training.

Responsible: Staff Development and Federal Relations Coordinator.

By: Develop a more specific action plan by October 2002.

March 2003 – Customer Service training will be incorporated in subject matter covered at the Extension Professional Improvement Conference (EPIC) held bi-annually; ESCAPE conference for CES Support Staff; and a monthly update on customer service to raise awareness will be added to News Briefs, sent to all CES staff electronically, monthly, beginning March 2003. Curriculum will include: attitude makes a difference; communications – verbal, written and non-verbal and listening skills; conflict management; teamwork; recognition and rewards for clientele. Initial implementation will take place at EPIC, May 2003.

March 2004 – Customer service training was provided at the May EPIC with some components provided at the September meeting.

10.B.1 - Develop a staff open to the diverse needs of varied audiences.

Action: Develop an employee-training plan that includes civil rights training.

Responsible: Staff Development and Federal Relations Coordinator.

By: Develop a more specific action plan by October 2002.

March 2003 – As part of Civil Rights Compliance, a transition for county reviews is in progress to place emphasis on diversity in programs and audiences reached by CES. Field staff receive training on a four year rotation as a method to ensure compliance on Civil Rights.

Implementation of advisory group, to help CES specifically target underserved audiences (gender, age, race, national origin, economic status, geographic location), are being implemented. Specific advisory groups include 4-H Expansion and Review Committees and Cent\$ible Nutrition Advisory committees. Area advisory committees reflect the diversity of the counties in the area. Diversity training will be included in New Employee Training, ESCAPE, and Plan of Work development. Civil Rights or Diversity tips will be included monthly in News Briefs, electronic communication to all CES staff.

March 2004 – Staff in six counties completed training and review of civil rights compliance guidelines during spring 2003. Civil rights advisors are continuing to develop procedures to insure compliance in counties, yet place greater emphasis on diversity in programs and audiences reached by CES. Civil Rights or Diversity tips are included monthly in News Briefs. UW CES completed an application to become a Change Agent State for Engagement, which if accepted, would provide diversity training and a mentor state to guide Wyoming CES for a three year period.

10.B.2 - Organize staff development programs which will build the team work and leadership capabilities of the organization.

Action: Develop an employee-training plan that includes team and leadership training.

Continue to encourage participation in NELD and WELD .

Responsible: Staff Development and Federal Relations Coordinator.

By: Develop a more specific action plan by October 2002.

March 2003 – Team building and leadership are themes included in the Extension Professional Improvement Conference (EPIC) which provides training for CES staff including area educators,

county based staff and state specialists. EPIC will be held bi-annually. EPIC scheduled for May 2003 will feature topics to build team work. Team building will be added to New Employee Training and will be ongoing for CES. Two staff members are currently enrolled in the WELD program.

March 2004 – Duane Williams, Associate Director, is a member of the current NELD class; two staff members are in the WELD program. EPIC conferences held in May and November 2003 featured programs and activities to develop teamwork and leadership.

10.B.3 - Evaluate the current evaluation system to ensure that it provides appropriate incentives to meet organizational goals and that it encourages teamwork. In addition, it must not be too time consuming.

Action: Evaluate the current evaluation system.

Responsible: Director and Staff Development and Federal Relations Coordinator.

By: Develop a more specific action plan by July 2002.

March 2003 – Committee has been appointed to review the evaluation system for University Extension Educators. Committee will begin work in spring 2003.

March 2004 – Evaluation Committee is working well. They are assessing employee viewpoints and working on improving the system.

10.B.4 - Conduct comprehensive needs assessments and, using regional advisory boards, identify programming priorities.

Action: Conduct state wide and extension area needs assessments.

Responsible: Staff Development and Federal Relations Coordinator.

By: Ongoing

March 2003 – State wide needs assessment – a survey instrument has been developed with input from state initiative teams, faculty in the College of Agriculture and CES specialist. The survey will be mailed to a sample of stakeholders spring 2003 including agricultural producers, 4-H parents, individuals with family and consumer science interest, county commissioners, faculty and staff of the College of Agriculture, and general public. Area focus groups will be conducted on a rotational basis to determine area needs.

March 2004 – State wide needs assessment was completed fall 2003. A mail survey to a stratified sample of user groups resulted in 501 responses (47.7 percent). A phone survey conducted for a random sample of general public reached 224 respondents. A written report summarizing results is in progress. Information from the needs assessment will be used to identify program priorities. Area advisory committee meetings have been initiated and meet annually to provide input on program direction.

10. B.5 - Make educational programming equally accessible to all citizens.

Action: Conduct an effective civil right evaluation and training program .

Responsible: Staff Development and Federal Relations Coordinator.

By: Ongoing.

March 2003 – Six counties each year receive training from Civil Rights Advisors (staff elected and trained in Civil Rights) to ensure Civil Rights Compliance. Training is conducted annually as part of New Employee Training. Civil Rights tips are included monthly in News Briefs – CES electronic communication sent to all staff.

March 2004 - Staff in six counties completed training and review of civil rights compliance guidelines during spring 2003. Tips on making programs available to all audiences and individuals are published monthly in News Briefs.

10. B.6 - Organize extension area advisory boards (one for each extension area) to advise UW CES on area needs and help guide the program.

Action: Develop a policy on advisory board composition and representation. Organize advisory boards for each extension area.

Responsible: Director, Associate Directors and Staff Development and Federal Relations Coordinator.

By: Appoint Area Boards by July 2002.

March 2003 – Procedures for appointment of Advisory Boards and the operation of the boards were developed. Advisory Boards have been appointed for each of the nine extension areas. These boards have met and provided input to area and state initiative teams. A summary of board membership and input provided is contained in the appendix.

March 2004 – Advisory committees met during the fall and winter of 2003/04. Only the Desert West has not met because of adverse weather and a cancelled meeting. Input will be tabulated and prepared.

10.B.7 - Request that the Wyoming County Commissioner Association form an extension committee to provide partners' advice to UW CES on the statewide extension program.

Action: Work with the WCCA to create an Extension Committee.

Responsible: Dean and Director.

By: The Committee has been appointed and will meet the first time in May 2002. Ongoing.

March 2003 – The Wyoming County Commissioners Association has organized an informal extension committee made up of Richard James, Bill Glanz, Kathy Davidson, Mark Semlek, and Diane Humphry. Richard James did not stand for reelection so he will be replaced on the committee. The WCCA leadership is working towards a bylaws change which would make this committee official. They will propose the committee to be made up of the nine county commissioner representatives from the extension area advisory boards. The director of extension has met with the committee at each of the last four WCCA meetings.

March 2004 – WCCA has formally organized an extension committee. Completed.

10.B.8 - Work directly with Extension Area Advisory Boards, County Commissioners, and other agencies to ensure that community extension needs are met and that our programs do not duplicate those provided by other agencies or organizations. Preventing duplication is critical to enhanced innovation and creativity in programming.

Action: Decision making for Extension area staffing and programming will include input from county commissioners, area advisory boards and extension area teams.

Responsible: Director and associate directors.

By: Ongoing.

March 2003 – CES administration has engaged area teams, commissioners and advisory groups in dialogue to help us make staffing decisions. Examples from 2003 include the area educator positions in Carbon/Albany, Fremont/Wind River and Uinta/Sweetwater. Commissioners were consulted directly in personnel actions in Big Horn County.

March 2004 – This is ongoing as reported above. Hot Springs County, Albany/Carbon County and Sweetwater/Uinta County are examples of this for 2003.

Objective 10.C - UW CES will utilize advanced communications technologies to deliver educational programs to Wyoming residents.

Strategies:

10.C.1- Allow technology specialists to coordinate technology and educational delivery systems statewide.

Action: Efforts are ongoing to be aware of potential technology and educational delivery systems that are being investigated by the Outreach Center. If possible, Extension may be able to join in their technology reducing costs that would be incurred on an individual basis. I did visit with Jim Petty, Manager, Outreach Broadcast Engineering and Media, about their efforts last fall and was informed that it would be a possibility for us to work with them. Follow-up will be made.

Responsible: Communications and Technology Manager.

By: Ongoing

10.C.2 - Communication alternatives - Other means of communications between clients and educators and amount educators will be explored to address client needs. Potential mechanisms include:

- A toll-free UW phone number that can be forwarded to the appropriate area educator
- E-mail to area educators
- Digital cameras that transmit images of samples electronically for visual inspection
- Telephone calls from county to county
- Fax-on-demand and interactive Web technologies that can optimize effectiveness as well as offer time and distance-related efficiencies

Action: Evaluate and investigate need for and cost of potential communication opportunities and alternatives

Responsible: Director.

By: Ongoing

March 2003 - CES administration has explored county office toll-free numbers and piloted computer video cameras to facilitate interoffice communication in the Big Horn Basin area. Each county office has a digital camera which allows internet communication of images. All educators have internet access and email capability.

March 2004 – Computer video camera and conferencing did not appear to work. Decided against toll-free numbers because of the cost and control of costs.

10.C.3- Develop a variety of program delivery methods that use advanced communications technologies.

Action: Develop an educational technology plan for UW CES.

Responsible: Director, Staff Development and Federal Relations Coordinator and Communications and Technology manager.

By: Develop a more specific action plan by January 2003.

March 2003 – Training is scheduled August 2003 on XP products including Word, Power Point, Excel. Other potential technologies which may be explored include video conferencing; web conferencing; teleconferencing; video tape; and CD development. As new technology methods become available we will explore training for CES staff. This will be an on-going joint effort between Communications and Technology and Staff Development.

March 2004- Trainings were held on campus and in Casper on Office XP products. These trainings were well received and will be repeated in the future as versions are upgraded for the office products.

There has been a request for training in Front Page and that is in the process of being implemented.

Some limited testing with one-on-one video and audio conferencing was attempted but local county technology did not allow successful connection.

Several NetMeeting trainings using application sharing on software were held and were successful. This method of training worked in approximately 85 percent of the counties we worked with. Again, in some cases local connectivity problems prevented full usage.

10.C.4- Commit resources to ensure that county and state offices keep pace with changing technologies.

Action: Commit line budget resources to maintaining and upgrading technology equipment.

Responsible: Director and State Coordinating Committee.

By: As funding allows.

March 2003 – University computers were upgraded in each of the county offices this year. We are exploring opportunities for a web-based reporting system. We have not enhanced the technology lines in the state CES budget.

March 2004- A web-based reporting system has been developed and is in the process of being enhanced and expanded to meet the needs of extension educators and specialists. Media for updated Office 2003 technology has been ordered and will be delivered in the spring of 2004.

Objective 10.D - UW CES will be recognized throughout the state as the premier provider of high-quality educational programs central to priority issues in Wyoming.

Strategies:

10.D.1- Initiate a statewide marketing strategy that considers relevant information to develop a promotional campaign. This strategy may include developing a consistent look for all UW CES

promotional materials.

Action: Develop a marketing plan for UW CES.

Responsible: Director.

By: Develop a more specific action plan by January 2003.

March 2003 – Marketing plan has not been developed as of yet. We have begun two projects which will have statewide marketing implications for UW CES; a series of rangeland/natural resource educational TV spots (90 seconds) which will play on K2 TV and newspaper insert on drought.

March 2004 – Marketing plan has not as yet been developed. More varied programming to the general public using varied media is in the planning stages. Develop Marketing Plan by December 2005.

10.D.2- Provide marketing and public relations training and guidance for UW CES personnel.

Action: Develop an employee-training plan that includes marketing and public relations training.

Responsible: Staff Development and Federal Relations Coordinator.

By: Develop a more specific action plan by October 2002.

March 2003 – Subject matter will be included in training conducted for New Employees and through the Extension Professional Development Conference (EPIC) scheduled to be held bi-annually.

10.D.3- Communicate program impact information to all stakeholders.

Action: Evaluate Program Impacts dissemination and develop a plan to inform stakeholders.

Responsible: Dean, Director and Staff Development and Federal Relations Coordinator.

By: Develop a more specific action plan by January 2003.

March 2003 - Training on “Telling our Story” is being conducted at the May 2003 Extension Professional Development Conference to help CES staff learn how to share impacts more effectively. Impact statements distributed to stakeholders by CES annually reflect the diversity of programs conducted by CES. Impacts will also be distributed statewide in news-release format to highlight successful programs and their impact.

Objective 10E - UW CES will explore alternative revenue sources to provide supplemental funds for educational programs.

Strategies:

10.E.1- Utilize a grants coordinator to assist with finding project funds and program grants, as well as assisting teams, educators, and specialists in identifying and writing grants.

Action: Hire or appoint a Grants Coordinator for UW CES.

Responsible: Director.

By: As funding allows.

March 2003 – Funding for salary of a grants coordinator (three year commitment) has been identified.

March 2004 – Search in process.

10.E.2- Seek endowments to fund identified extension programs and/or positions.

Action: Work with the UW Foundation and 4-H Foundation to acquire funds for UW CES programs and staffing.

Responsible: Director and others.

By: Ongoing.

March 2003 – No specific progress has been made toward seeking endowment funds for UW CES programs beyond the activities of the state 4-H Foundation. Develop an action plan by March 2004.

March 2004 – Frary Fund for field educator professional development was proposed and funded. Develop action plan by December 2005.

10.E.3- Explore the possibility of instituting user fees based on a cost-recovery model for programs, services, and goods.

Action: Explore expanded user fee model for UW CES programs.

Responsible: Director and State Coordinating Committee.

By: Develop a more specific action plan by January 2003.

March 2003 – No progress has been made towards this goal. Develop an approach by March 2004.

March 2004 – no progress

Objective 10.F - UW CES will establish the strongest link possible between applied research and extension education.

Strategy:

10.F.1- Increase coordination and cooperation between Research and Extension Centers and UW CES educators to improve the efficiency of personnel and other resources.

Action: Explore greater cooperation and coordination between UW CES and the R&E centers with the Agricultural Experiment Station Director. Develop an action plan.

Responsible: Director

By: Develop a more specific action plan by January 2003 and Ongoing.

March 2003 – Discussions between the Agricultural Experiment Station Director and Director of UW CES continue on this issue. An action plan will be developed by March 2004.

March 2004 – Discussion underway.