

Notice of Public Meeting May 13, 2020 1:00 pm	AGRICULTURE & EXTENSION EDUCATION COMMITTEE	
<i>Oversight for Extension Department</i>		

AGENDA

In light of WDHS 03-24-2020 'Safer-at-Home Order' and to mitigate the impact of COVID-19, this meeting will be conducted by teleconference or video conference. Members of the public may join the meeting remotely or in-person in the Peninsula Room (C121) 1st floor Government Center (*please note public in-person has limited capacity and is on a first come, first served basis*).

To attend the meeting via computer:

Go to:

<https://doorcounty.webex.com/doorcounty/onstage/g.php?MTID=e1dcfb5da377bbe7c90b3257c605b033d>

Enter the password: **May2020ag**

To connect via phone:

Call 1-408-418-9388

Access Code: 963 622 868

1. Call Meeting to Order
2. Establish a Quorum ~ Roll Call
3. Adopt Agenda / Properly Noticed
4. Election of Ag and Extension Education Committee Vice-Chair
5. Approve Minutes: February 12, 2020 Ag and Extension Education Committee minutes
6. Correspondence
7. Welcome - New Members: Elizabeth Gauger, Kara Counard, Todd Thayse, Dale Vogel
 Returning Member: Vinni Chomeau
Brief overview of Extension Door County programs and services
 - A. 4-H Youth Development - Dawn VandeVoort
 - B. Human Development and Relationships Educator – *currently vacant –exit report attached*
 - C. Agriculture Educator – *currently vacant –exit report attached*
 - D. FoodWise Program – *annual report attached*
8. Financial Accounts / Voucher List
9. Set Regular Meeting Date (i.e. 2nd Wednesday at 1:00 pm).
 Next Meeting Date (*if necessary*): ex: Wednesday, June 10, 2020 Time: _____
10. Meeting Per Diem Code: _____
11. Adjourn

Deviation from the order shown may occur

Posted by _____

**Minutes of the
DOOR COUNTY AGRICULTURE AND EXTENSION EDUCATION COMMITTEE
Wednesday, February 12, 2020, 1:00 pm
Chambers Room, County Government Center, Sturgeon Bay**



Extension
UNIVERSITY OF WISCONSIN-MADISON
DOOR COUNTY

1. The meeting was called to order by R. Halstead at 1:01 p.m.
2. Roll call:

<u>Committee:</u>	<u>Extension Educators:</u>	<u>Others Present:</u>
Randy Halstead	Dawn VandeVoort	Rob Burke, AED/Dept. Head
Nancy Robillard (<i>excused</i>)		
Linda Wait		
Bob Bultman		
Vinni Chomeau (<i>excused</i>)		
3. Motion by B. Bultman, seconded by L. Wait, to approve the agenda. All aye. Motion carried.
4. Public Comment: None.
5. Approve Minutes: Motion by L. Wait, seconded by B. Bultman to approve the minutes of the January 8, 2020 Ag. and Extension Education Committee. All aye. Motion carried.
6. Correspondence: None
7. Educator Reports
4-H Youth Development – Dawn VandeVoort: Dawn reported on her efforts to provide 4-H leader orientation, Southern Door after school programs, and planning summer Boys & Girls club programming.

Position Updates: Human Development and Relationships Educator and Agriculture Educator – Rob Burke: Motion by B. Bultman, second by L. Wait to move ahead with posting both positions, pending Administrator Pabich’s approval. All aye. Motion carried.

Burke reported that an experienced Community Development Educator was recently placed in Brown County and Burke requested his assistance to facilitate upcoming public meetings with the Soil & Water Department, planning for their land and water resources plan. Our office will cover his mileage to and from Door County, using agent travel funding.
8. Financial Accounts / Voucher List – Reviewed voucher list.
9. Next meeting date: **Wednesday, March 11**, 1:00 pm, Chambers Room.
10. Meeting Per Diem Code: **#966**
11. Adjourn: Motion by L. Wait, second by B. Bultman, to adjourn the meeting. All aye. Meeting adjourned at 1:40 pm.

Rob Burke, Recording Secretary

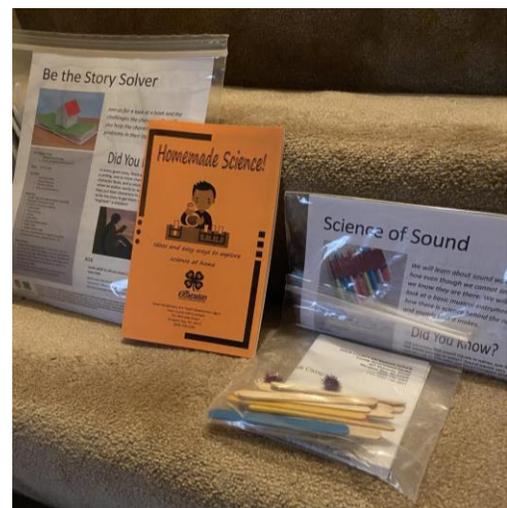
Agriculture and Extension Education Committee Report February – April 2020 Dawn VandeVoort, 4-H Youth Development Educator

Supporting 4-H Volunteers and 4-H Clubs:

- Keeping Everyone Updated: With the rapidly changing situations, I have been working to keep 4-H Club and Group Leaders and the 4-H Leaders Board up to date on changes. I send out weekly emails to this group to keep them updated with as much information as I know. I also have been sending updates to 4-H families with information and opportunities for virtual and at-home learning.
- Supporting Volunteers with Zoom: Zoom video conferencing has been the recommended method that staff use to communicate with each other and continue team projects in the short-term. Our State 4-H Assistant Program Managers asked a small team of staff that have been using zoom with volunteers to create a pair of video tutorials to help more of our 4-H families and volunteers learn to use Zoom and set up meetings. The videos were posted to the Wisconsin 4-H Website (<https://fyi.extension.wisc.edu/wi4hvolunteers/delivering-4-h-through-technology/>) if you'd like to take a look! I was on the team that wrote the content; I also recorded and edited the videos and helped with the captioning (one of my professional development opportunities during this time).
- Wisconsin 4-H Program Quality Work Team: I have been asked to serve on the Program Quality Team for Wisconsin 4-H with 11 other county-based colleagues and our Assistant Program Manager. Our team will be charged with creating resources and best practices for our 4-H clubs across the state to help our clubs focus on building a quality experience for members and families. Our first task is to create a guidance document for clubs and groups as they create their SMART Goals for the next 4-H year. We will be providing ideas on goals and resources to help them write strong and measurable goals and action steps.

Providing Educational Support to Families during COVID-19:

- Project Kits – With families sheltering at home, and not having access to extra supplies, I have been creating Project Kits and Activity Kits for youth to keep learning. Many of the kits are based off of lesson or activity plans that I have helped author or curriculum that Wisconsin has created. Each of the kits comes complete with most, if not all the supplies a family would need to complete them. I have created 10 different activity kits that are related to art, science, problem solving, critical thinking and creativity. I have been promoting these kits on Facebook and through emails to 4-H families. I have sent out kits so far to 31 families all across the county. I will continue promoting these at-home learning kits for foreseeable future.





- 4-H Project Curriculum & National 4-H Learning Guides – Our 4-H project curriculum books from National 4-H Council are also great resources during this at-home learning time! The guides that are framed around project topics are set up for quality independent learning and exploration. During this time, I have been offering to mail project curriculum to families that request it. We have a good supply of various project materials in storage, and this is a good time to get those learning materials in the hands of families that need them. As of the end of April, I have sent out materials to 6 families in the county. I will continue promoting these resources and sending as I am able to do so.
- Development of a Face Covering Sewing Lesson Plan – With the need for face masks and the vast amount of patterns out there, 4-H was looking for a resource to share with their members and families to help in this community project that was youth-friendly and provided reflection opportunities. I was asked to help in the development of a lesson plan that details how to make a basic fabric face mask, complete with photos to show the steps, reflection questions and information to help families connect with organizations in their local communities. The lesson plan was based on a pattern that Joann Fabrics shared on their website. I worked with our Educational Resources Specialist to adapt and create the lesson, have it reviewed, and format it in the 4-H Lesson Plan visual template. The lesson and accompanying materials are were reviewed by the Extension COVID-19 Program Response Team and were shared on their website (<https://4h.extension.wisc.edu/cloth-face-coverings/>). The lesson plan was also shared on the National 4-H website (<https://4-h.org/about/4-h-at-home/extension-resources/>)
- STEM Activity Videos with Brown County 4-H: Two of the activities I have included in the Activity Kits, and also lessons I have taught during summer outreach programs were turned into at-home learning videos with Brown County 4-H. I partnered with Melinda Pollen in Brown County to record and share these short activity videos for families to try at home. They are both posted on the Brown County 4-H You Tube page:
 - Creative Catapults: https://www.youtube.com/watch?v=sPoP_z1ptf0
 - Science of Sound: <https://www.youtube.com/watch?v=cwATRQEZpX4>
- Project Engagement Activities – Two of our 4-H Project Committees are in the midst of their major educational activity period, and not being able to meet has provided a need to keep the members engaged and learning from home. I have been working with the 4-H Dog and 4-H Horse project to develop learning activities for the youth to use at home and still be learning about their projects. For the Dog Project, I created a “Getting to Know Your Dog” worksheet that members can complete with basic facts about their dog and we will use those worksheets to create a display at the fair or other 4-H events. I have been creating project quiz games for both the Dog and the Horse project in Kahoot – an interactive game creator online. We’ll use these quiz games to keep learning and having fun until we are able to resume learning activities together.

Afterschool Programs (February):

- Boys & Girls Club Spring Programming: During February, I worked on creating a series of STEM lessons for the afterschool program at the Boys and Girls Club. I was able to deliver 3 lessons at the club before the COVID-19 outbreak began. During those three weeks, we learned about how bacteria grows and where it is found and then learned about proper handwashing techniques. Club members swabbed common surfaces at the club and then we watched the bacteria grow in petrie dishes for a week. At the completion of the analysis, we talked about why it is so

important to wash our hands thoroughly during cold and flu season so we don't spread germs and get sick. (Who would have known that handwashing would have become such the hot topic a few weeks later?)



Looking Forward – Future Programming:

- Annual 4-H Club Leader Training: Each fall, we conduct a statewide training for all 4-H clubs and groups to learn about one consistent topic. The topic for the training in 2020-21 is going to be Youth-Adult Partnerships – what they are, why they are important and how we can build them in all levels of our 4-H programs. I am on the team that is creating the training for volunteers, along with a training for staff and supplemental materials for volunteers. During this telecommuting time, our team has been meeting weekly for 2 hours to create the training materials that will roll out in the fall/winter 2020.
- Future Programming/STEM Lesson Plans: I am spending some time working on developing lesson plans for future outreach programs. I am also able to go back and review lessons used in the past and format them into the 4-H Lesson Plan template so they are ready for sharing with colleagues who may be looking for resources.
- Plan of Work Ideas: The telecommuting time also has allowed me an opportunity to go back to my Plan of Work (volunteer development) and dream big. I have spent a couple hours each week thinking about potential projects that I can accomplish that will help me meet my goals of growing and strengthening our volunteers in Door County. One project that I've started looking at is a Volunteer Resource Guide, which will provide basic information to our volunteers after they've participated in orientation. It will serve as a guide to help answer questions and recap information covered in orientation.

Professional Development:

- Zoom Training “Party Of One”: Extension’s Ed Tech Services provided a training to help staff think about how we might be able to transition our face-to-face programming into Zoom meetings to enable deliver during this time. The training helped me think about how to make meetings interactive and engaging even in a virtual format.
- Captioning Videos: During the recording of our Zoom Training Videos for Volunteers project, I needed to learn more about the different types of video captions and which type is required on our visual assets. I reviewed several video tutorials and explored resources from other Extension Services around the country to learn how they caption materials.



- NAE4-HYDP Feel Good Fridays: Each Friday beginning in mid-March, our professional association has been hosting weekly webinars that allow us an opportunity to connect during this challenging time. These zooms are focused on topics that will help us more effectively work remotely, yet not feel isolated.

Information for Door County Human Development and Relationships Educator Successor

As requested by UW-Madison Division of Extension

I. **Plan of Work Written Plan of Work:** uwextension (M:)/Tenley Koehler/2017-2018 **(Please see attached Plans of Work)**

II. **Community Committees/Connections**

- ADRC/Community Center: Jake Erikson (920) 746-2372 jerickson@co.door.wi.us
- Boys and Girls Club: (920) 818-1046
- Cradle to Career: Kris Miller (920) 743-0192 krism@lakeshorecap.org
- DCMC Behavioral Health: Barb Johnson-Giese Barbarah.Johnson-Giese@dcmedical.org
- DCMC Dental Clinic: Tanya Fischer Tanya.Fischer@dcmedical.org
- Door County Caregiver Coalition: Jennifer Fitzgerald j Fitzgerald@co.door.wi.us
- Door County Emergency Food and Shelter Network: Rebecca Nicholson (920) 421-3145
partnershipconnector@gmail.com
- Door County Partnership for Children and Families: Candis Dart (920) 421-3144
doorcountypartnership4children@gmail.com
- DoorTran: Nikki Voight mobility@door-tran.org
- Family Services: (920) 746-9040
- Health and Human Services: Cori McFarlane cmcfarlane@co.door.wi.us
- HELP of Door County: Milly Gonzales MillyG@helpofdoorcounty.org
- Live Well Door County: Rebecca Nicholson (920) 421-3145
partnershipconnector@gmail.com
- Mental Health Focus Group: Rachael Millner rmillner@co.door.wi.us
- Non-Profit Group: Amy Kohnle (920) 746-9645 amy@unitedwaydc.com
- Trauma Informed Communities Group: Cori McFarlane cmcfarlane@co.door.wi.us
- United Way: Amy Kohnle (920) 746-9645 amy@unitedwaydc.com
- Women, Infants, Children WIC: (920) 746-2237
- YMCA/Barker Center: Sherri Dantoin (920) 743-4949 sdantoin@doorcountyyymca.org

III. **Collaborative Relationships**

COLLABORATION FOR PARENTING THE FIRST YEAR NEWSLETTERS:

DCMC and Kiwanis clubs have provided financial support for printing the newsletters as well as members to prep the newsletters for mailing. Contact info:

- Sturgeon Bay Kiwanis: Peter DeVaney
- Northern Door Kiwanis: Frank Weber
- Door County Medical Center: <https://www.dcmedical.org/donation>

COLLABORATION FOR STRONGWOMEN:

Door County Medical Center has provided donations in the past for programming. The ADRC has a volunteer StrongWomen instructor who can lead the program.

- ADRC: Cathy Keller (920) 746-7153 ckeller@co.door.wi.us

COLLABORATION FOR BLOCK PARTIES, PARENT CAFES, AND RAISING A THINKING CHILD:

Door County Partnership for Children and Families/United Way have provided financial support for program materials as well as member support for coordinating meals and childcare.

- DCPFCF: Chad Welch: (920)421-3146 partnershipfel@gmail.com & Candis Dart: (920) 421-3144 doorcountypartnership4children@gmail.com

COLLABORATION FOR PROGRAMMING WITH INCARCERATED FAMILIES:

HELP of Door County has provided coordination support and co-instructors for teaching programs in the county jail

- HELP: Milly Gonzales: MillyG@helpofdoorcounty.org

HCE

- HCE files (membership, MOU, Program Book, Executive Committee, etc. located at: UW Extension (M)/Family Living/HCE
- Hardcopy files: Labeled file on desk

IV. Teaching Resources

Electronic files in two locations:

- Uwextension (M:)/Family Living
- Uwextension (M:)/Tenley Koehler
- Paper files located on desk/Educator file cabinets

Inventory of resources:

- Laptop computer in overhead compartment of desk (provided/Service by Door County IS)
- Headphones and webcam on laptop
- Small projector (FLE acquisition from SFP Team participation) – in overhead bin
- Remote mouse for use in presentations (in overhead bin)
- Small portable screen (FLE acquisition from SFP Team participation) black case next to bookcase)
- Various hats used for programs (in red plastic bin in Cedar Room)
- Sensory boxes (in black and green bag on table)
- Metal cabinets in office with various program materials (including program manuals, StrongWomen supplies, towels, books, other program props/resources)
- NEXUS tablet in middle desk drawer (provided by UWEX but no longer serviced)
- Blocks for Block Parties and various Raising a Thinking Child Materials housed at United Way Office

Updated 2019

V. Media Contacts:

MASS MEDIA (when sending emails – most prefer text in the email rather than as an attachment)

DOOR COUNTY ADVOCATE
PO BOX 130
STURGEON BAY WI 54235
920-743-3321
advocate@doorcountyadvocate.com

ALGOMA RECORD HERALD
602 3rd STREET
PO BOX 68
ALGOMA WI 54201
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WFFF (Bethesda Christian Broadcasting)
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STURGEON BAY WI 54235
920-743-7443
dgordon@bcbradio.org

STURGEON BAY PUBLIC ACCESS
sbpublicaccess@gmail.com (Facebook & Twitter also)

SEVASTOPOL PUBLIC ACCESS
tv@doorbell.net

THE BIG DAWG (97.7)
1009 EGG HARBOR RD
STURGEON BAY WI 54235
920-743-6677
Natasha@977thebigdawg.com

WBDK RADIO
30 N. 18TH AVE.
STURGEON BAY WI 54235
920-746-9430
utnehmer@doorcountydailynews.com

WAUN RADIO
PO BOX 219
KEWAUNEE WI 54216
920-388-9286
waun@itol.com

WGEE
115 S. JEFFERSON STREET
GREEN BAY WI 54301
920-435-3771

WLUK TV 11
787 LOMBARDI AVE
PO BOX 19011
GREEN BAY WI 54307-9011
920-494-8711
fox11news@wlu.com

WGBA TV 26
1391 NORTH ROAD
GREEN BAY WI 54313
920-494-2626 OR 1-800-800-6619
news@nbc26.com

WFRV TV 5
1181 E MASON ST
PO BOX 19055
GREEN BAY WI 54307-9055
920-437-5411
tips@wfrv.com

WBAY TV 2
COMMUNITY CALENDAR
115 S JEFFERSON ST
GREEN BAY WI 54301
920-432-3331 OR 1-800-261-9229
wbay@wbay.com

CHANNEL 13 COMMUNITY CALENDAR
(Donna can post on this)

THE LODGE – 106.9
PO BOX 106
EPHRAIM, WI 54211
contact@fm1069thelodge.com

Appleton Post Crescent
pnews@postcrescent.com

Milwaukee Journal Sentinel
jsmetro@journal sentinel.com

VI. Meeting Places

- Crossroads at Big Creek, Collins Learning Center, 2041 Michigan St, Sturgeon Bay 920-746-5895
- Bay View Lutheran Church, 340 W Maple St, Sturgeon Bay, WI 54235 (920) 743-4705
- Hope Church, 141 S 12th Ave, Sturgeon Bay, WI 54235 (920) 743-2701
- Boys and Girls Club, 55 S 3rd Ave, Sturgeon Bay, WI 54235
- (920) 818-1046
- Sturgeon Bay/Southern Door Schools
- ADRC/Community Center, 916 N 14th Ave, Sturgeon Bay, WI 54235 (920) 746-2372
- Community Foundation, 222 N 3rd Ave, Sturgeon Bay, WI 54235 (920) 746-1786
- Kress Pavilion, 7845 Church St, Egg Harbor, WI 54209 (920) 868-3334 ext. 3
- Meeting/program rooms in the Government Center, Justice Center, Sturgeon Bay Library, Airport

VII. Policies (See attached Information Technology Policy)

Policies are available at: public(P)/Human Resources/Policy & Procedure Manuals/2014 04-30 Admin Manual

VIII. Recommended Computer Bookmarks

- Door County Government Page: www.co.door.wi.gov
- Extension Directory <https://wices.knack.com/people#help/updating-my-information/add-person-update-request/>
- Extension Home Page: <https://extension.wisc.edu/>
- Family and Relationships Resources: <https://parenting.extension.wisc.edu/>
- MyWisc Portal for Payroll/Time/Benefits: <https://my.wisc.edu>
- Program Communications Blog: <https://blogs.extension.wisc.edu/programcomms/>
- Recording Results: <https://wices.knack.com/recording#home/>

IX. Reports

- Civil Rights binder on desk
- Evaluations of previous programs are included in electronic file of each program and on Recording Results wices.knack.com/recording#home
- Extension Oversight Committee Documents M:Tenley Koehler/Ag & Ex Comm

X11. Other

- Family Survey Results/Needs Assessments found M: Tenley Koehler/Partnership for Children and Families/Survey
- Reach out to potential local partners, state specialists, and Extension Colleagues. Everyone is willing and happy to share expertise, advise, and a warm hello!

Resilient Families and Communities

Professional Development

- Training on play theory/importance of play for children and families
- Fatherhood engagement
- Mindfulness
- Plain language training
- Volunteer engagement
- Outreach and marketing of programs/Using social media effectively

WHAT

Employee

Tenley Koehler

Home Office Locations

Door

Does this Plan of Work cover state-wide work?

Does this Plan of Work cover multi-state work?

Institute

Health and Well-Being
Human Development and Relationships

Educational Program/Branded Program/Reserve (Level 1)

Branded Program/Reserve (Level 2)

WHY

Situation Statement

At the local level, residents in Door County have reported feelings of isolation, social withdrawal, and lack of community support ¹. Community members also state that geographic isolation is a barrier to access of support services and education. Likewise, the numbers of children partaking in free and reduced lunch

continue to rise (28%)³, access to quality childcare is referred to as a “county crisis”¹, and parents are also reporting high levels of stress as barriers to their own as well as their children’s success⁴. Perhaps, unsurprisingly, early childhood suspensions are continuing⁵ and an increased need for social and emotional learning programs is present⁴.

“Research shows that when families build strong relationships within supportive communities many sources of stress are reduced and outcomes for children, families and society improve.” –HDFR State Team

One way, Extension programming can support these families is by utilizing the Protective Factors Framework, created by the Center for the Study of Social Policy. According to the National Alliance of Children’s Trust and Prevention Funds, Protective Factors are “Characteristics that make a parent, child, or family more likely to thrive and less likely to experience a negative outcome.” These include: social connections, knowledge of parenting and child development, concrete support in times of need, social and emotional competence of children, and parental resilience.

Resiliency can be defined as having the ability to cope, accept, and grow amidst change and hardship. Those with a strong sense of resiliency (a skill that can be both nurtured and learned), may be better positioned to address adversity when it arrives⁶. In rural Door County, the need for resiliency is matched by the high numbers of adverse childhood experiences reported by residents, as 15-20% report 4+ adverse childhood experiences⁷ (ACEs). ACEs matter in terms of health and well-being, as higher ACE incidents (4+) correlate with a greater likelihood of experiencing impaired childhood brain development, risky lifestyle behaviors (drug and alcohol misuse, unhealthy relationships, etc.), as well as liver disease, cancer, and/or diabetes⁸.

While ACEs have lasting health impacts for both adults and children, Harvard’s Center for the Developing Child (2016) states, “the single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult” for it is within these relationships, children learn the essential life skills of behavior/emotion regulation, empathy, problem-solving, and connection.

Still, it is important to remember that each child works in synergy with his/her surroundings and relationships; it is both a child’s biology and environment that can support or halt resiliency development⁶. Therefore, healthy resiliency may be threatened if an individual’s surroundings do not cultivate attitudes, cultures, and beliefs that nurture its development and support trauma-informed care practices. Thus, coalitions and programs that support Door County families may be of essential need. By working together to increase the community’s capacity for change, communication may increase, redundancies may be reduced, and awareness may arise.

Likewise, research-based programs that support and empower caregivers, reduce stress, and strengthen problem-solving skills may change household dynamics leading to stronger family relationships. Also, finding creative ways to counter issues of isolation and social withdrawal, may also greatly benefit all age groups, as social support has been found to increase resiliency as well as overall well-being.

1. University of Wisconsin Cooperative Extension in Door County (November 17th, 2015). Family Living Visioning Session [Meeting minutes]. Presented at: Family Living Visioning Session in Sturgeon Bay, Wisconsin.

2. U.S. Census Bureau American Community Survey. (2017). Poverty status in the past 12 months. [Data file]. Retrieved from: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

3. County Health Rankings and Roadmaps. (2015). Physical Inactivity [Data file]. Retrieved from: <http://www.countyhealthrankings.org/app/wisconsin/2015/measure/factors/70/map>

5. A. Smejkal Sturgeon Bay Elementary School Principal. (Personal Communication, 2018).
4. Koehler, T. (2016 May, 20). Door County family wellbeing survey results 2016. Sturgeon Bay, Wisconsin: Author.
6. Center for the Developing Child at Harvard University. (2016). Resilience. Retrieved from: <http://developingchild.harvard.edu/science/key-concepts/resilience/>
7. Children's Hospital of Wisconsin. Wisconsin ACE Brief. (2012). Retrieved from: <https://preventionboard.wi.gov/Documents/WisconsinACEsBrief%202011-2012.pdf>
8. Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American journal of preventive medicine*, 14(4), 245-258. Retrieved from: <https://www.bcaci.org/wp-content/uploads/2018/02/A...>

WHO

Target Audience

- Door County families; With an emphasis on parents and caregivers of children ages 0-5 and fathers
- Door County providers that work with a variety of families
- Underserved and rural families in need of support and stress management
- Stakeholders and community members

GOALS

Outcomes

- Increased community awareness of the social barriers to better health, positive support, and successful relationships for families as demonstrated by evaluation data
 - Including: knowledge of social emotional learning competencies ("soft skills"), adverse childhood experiences, childhood development and parenting styles
- Better understanding of community needs and resources to support families via survey results
- Continued county collaboration on projects
- Strengthened parent/child relationships, enhanced social connections, and utilization of support services for families as demonstrated by evaluation data, qualitative reports, and referral numbers
- Increased interest from stakeholders and providers about learning about policies, systems, and environments that promote healthier, more resilient communities per program registration numbers
 - Including: implementing the protective factors framework and incorporating a trauma-informed approach to service

HOW YOU PLAN TO GET THERE

Action Plan (Response/Planned Activities)

- Develop, distribute, and evaluate county-wide *Family Enrichment Survey* with local coalition members to assess family interests, program accessibility, and barriers to support
- Continue to facilitate the *Raising a Thinking Child* program and provide colleague support as requested

- Maintain national trainer status for *I Can Problem Solve*, participate in meetings, and attend the national Social and Emotional Learning Conference (Center for the Promotion of Social and Emotional Learning) as appropriate
- Work with partner organizations to implement community/parent-driven *Parent Cafés* which utilize the Strengthening Families Protective Factors framework, in order to encourage rural and underserved families to connect and take on leadership roles.
- Continue county-wide distribution of the *Parenting the First and Second Years Newsletters*, in order for families to receive convenient age-based information on child development and parenting. Work to increase grant support for these newsletters.
- Actively work to support the *Raising Caring Kids* initiative and cooperate with colleagues
- Explore potential to provide shorter one-time parenting programs in more isolated areas of the county
- Participate in conversations, professional development, and appropriate initiatives that support fathers
- Help implement *Block Parties/Intergenerational Block Parties* in collaboration with local partners and agencies. Create new evaluation for older adults participating in the "party" to assess the program's potential to positively impact three generations (child, adult/parent, and older adults).
- Provide (at minimum) one day-long provider training on the *Seven Essential Ingredients of Trauma Informed Care (7ei)* and met trainer requirements set by SaintA
- Participate in the *Bringing the Protective Factors Framework to Life in your Work* training of trainers provided by the WI Child Abuse and Neglect Prevention Board and offer the program to providers in the community.
- Continue to chair the Family Enrichment Committee of the Door County Partnership for Children and Families, participate as a member of Door County's Mental Health Focus Group, and work with partners to plan a Trauma Informed Care Conference for the county.

Professional Development

- Training on play theory/importance of play for children and families
- Fatherhood engagement
- Mindfulness
- Plain language training
- Volunteer engagement
- Outreach and marketing of programs/Using social media effectively

HOW YOU WILL KNOW AND LEARN

Evaluation Plan

- Work with UW State Specialists to create evaluation materials for new programs
- Utilizing Qualtrics system to obtain survey data- work with community leaders to interpret the results
- Using retrospective questionnaires for programs (Block Parties, 7ei, Parent Cafes, etc.)
- Pre-Posttest and 6-month post-evaluations for programs
- Track participant numbers and demographics (as provided by participants)

2017-2019 MULTI YEAR PLAN OF WORK

Priority Program: Promoting Healthy and Resilient Families and Communities

Affiliate State Teams:

Healthy Living Team & Human Development and Family Relationships Team

Situational Analysis and Priority Setting

Background.

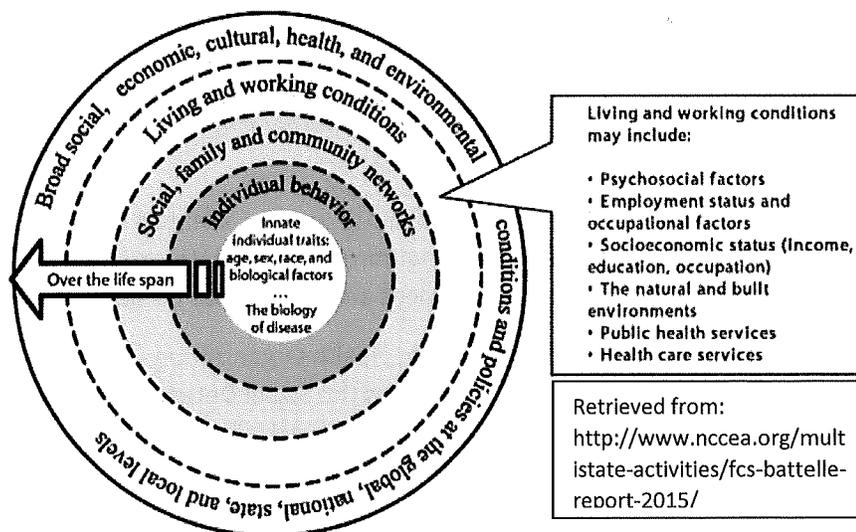
The North Central Cooperative Extension Association (NCCCA), states that while the US is a nation of opportunity and diversity, it is also a nation that holds within it numerous obstacles for families to be healthy and resilient. In fact, millions of people live in poverty, struggle with physical and mental health concerns, have financial/employment challenges, and struggle with literacy of all kinds. The US is also incarcerating individuals at higher rates than any other nation,¹ and many of our county's children may subsequently be at risk of experiencing poor social and health outcomes.³

"We can, and should, do better."¹

Family Living Programs across the nation responds to this, with a call to action: "increase the number of Americans who are healthy at every stage of life."⁵ By working together to creatively address these challenges, with research-based educational efforts, Family Living has the potential to promote healthier, more resilient families and communities in Wisconsin.

Theoretical base. To support the work of Family Living programs in Door County, an ecological systems approach is taken. Bronfenbrenner's ecological systems theory posits that while individuals are inherently born with

unique characteristics and abilities, they are also nestled within various ecosystems that influence their health and development⁶. Such systems may include individual traits, family dynamics, interactions in the community, resources and



community conditions, as well as policies, culture, and attitudes¹. It is considered best practice to acknowledge the impacts these systems can have on human behavior and health outcomes, not only for those who work with families and individuals, but also with coalitions and policy-makers.

Priority 1: Healthy development across the lifespan

Older Adults. At the individual level, the Door County population is continuing to age, with those aged 65+ exceeding the state and national average¹¹. With this growing population, growing concern for caregiver (18% of Door's residents¹²) support, particularly with regard to health and healthcare, also comes to surface. Another prominent health concern for older adults in Door County is obesity (30% of the population reported themselves to be obese and 20% of all Door County residents are inactive altogether¹⁰), and the prevalence of cardiovascular disease and cancer, as they continue to be the leading causes of death.⁷

Physical Activity and Mental Health. Research has shown that physical activity may not only aid in both preventing obesity and heart disease⁹, but also, physical activity has been found to lessen depressive symptoms, improve mood, and increase overall brain capacity as well as provide opportunities for social interaction. This may be of particular interest in Door County, as both mental illness and the number of suicide attempts continue to rise⁸.

According to the Centers for Disease Control and Prevention (2011) mental health is referred to as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." This is true for both our nation's oldest individuals, as well as our youngest.

And while we know that efforts can be taken to lesson these risks, opportunities for individuals to engage in those efforts need to be available and easily accessible. Still, it is reported that in Door County there is inferior access to both mental health and physical activity services¹¹. This may suggest a need for increased family- friendly, attainable, and affordable health and wellness programs.

Child Development. For the children living in Door County, these programs may be even more vital, as these early years tend to be indicative of future health behaviors¹³. If children's mental health needs are not addressed at a young age, it might not only impede the child's ability to be prepared for school but also, the lack of socio-emotional regulation might increase his/her likelihood to engage in risky behaviors later in life¹⁴, thus continuing the cycle of adversity and poor health.

Priority 2: Decrease social barriers to better health, positive support, and successful relationships for families

Again, we know that families and individuals do not live isolated from the world in which they live. Indeed, they are thoroughly enmeshed within local and state social systems and environments; some of which nurture healthy human development and others that do not.

Social Determinants of Health. The World Health Organization (2016) defines such community supports/barriers to healthy development as the Social Determinants of Health (SDoH). In other words "the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems that shape the conditions of daily life."

Examples of these SDoH include²:

- Limited access to quality (including early childhood) education and job opportunities
- Innate stigma, discrimination, racism
- Limited assets/resources/income
- Geographic and social isolation
- Lack of community based support for healthy activity

- Exposure to crime, violence, and social disorder

At the local level, residents in Door County have reported feelings of isolation, social withdrawal, and lack of community support¹⁵. Community members also state that geographic isolation is a barrier to access of support services and education. Likewise, 1 in 5 children are living below the poverty line¹⁶, the numbers of children partaking in free and reduced lunch continue to rise¹⁰, unemployment rates exceed the state limit (as does the living wage¹⁷), 25% of families with children under age 18 are headed by single mothers¹¹, access to quality childcare is referred to as a “county crisis”¹⁵, and parents are also reporting high levels of stress as barriers to their own as well as their children’s success¹⁸. Perhaps, unsurprisingly, early childhood expulsion rates are also continuing to rise²⁰ and a significant decline in early childhood executive brain function is present¹⁸. Still, “by reducing barriers to learning... reductions in identified problems can be achieved¹” and family resiliency may be strengthened.

Resilience and health. Resiliency is defined as having the ability to cope and withstand hardship. Those with a strong sense of resiliency, may also find they have improved mental stamina which works to counter many adverse experiences¹⁹. While this is true for both adults and children, Harvard’s Center for the Developing Child (2016) states, “the single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult” for it is within these relationships, children learn the essential life skills of behavior/emotion regulation, empathy, problem-solving, and connection.

Still, it is important to remember that each child works in synergy with his/her surroundings and relationships; it is both a child’s biology and environment that can support or halt resiliency development¹⁹. Therefore, healthy resiliency may be threatened if an individual’s surroundings do not cultivate attitudes, cultures, and beliefs that nurture it’s development.

Priority 3: Policies, systems, and environments that support healthy resilient communities and families

“FCS Extension programming... affecting infrastructure and policy, can change the entire approach of care in a facility, community, or state, and have rippling effects that improve the level of care, and thus the potential for healthy development, for an entire generation of children.¹”

“Big Picture” Action. Building resiliency, understanding family dynamics, providing opportunities for increased physical health, alongside growing community awareness of health barriers and supports for families and children will not only serve as profound protective factors for Door County’s families, but it may also decrease the likelihood of adverse experiences leading to an overall decrease in crime, poor health, poverty, and relational problems across the lifespan of community members.

Also, in order to promote lifelong health, establishing a “community of health” is vital. Thus, coalitions and programs that support Door County families may be of essential need. By working together to increase the community’s capacity for change, communication may increase, redundancies may be reduced, and awareness may arise.

Likewise, research-based programs that support parents and other adults, reduce stress, and strengthen problem-solving skills may change household dynamics leading to stronger healthier family relationships. Also, finding creative ways to counter issues of isolation and social withdrawal, may also greatly benefit all age groups, as social support has been found to increase resiliency as well as overall wellbeing.

References (listed in order of use)

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Intended Outcomes for All Programs (Short, Medium, and Long term):Short Term Outcomes:

- Increased community awareness of the social barriers to better health, positive support, and successful relationships for families (*See below*)
- Increased efforts to support healthy development across the lifespan (*See below*)
- Increased interest in learning about policies, systems, and environments that promote healthier, more resilient communities (*See below*)

Medium Term Outcomes:

- Increased community support of family wellbeing programs, as demonstrated by the community's willingness to participate/collaborate on efforts
- Increased accessibility and attendance of programs
- Participants will report increased willingness to practice skills in areas related to health, wellbeing and relationships

Long Term Outcomes:

- Healthier, more resilient families and communities
- Children more likely to be successful in school, require less adult intervention and remain unlikely to engage in risky behaviors throughout their lifespan
- Decrease in overall healthcare and intervention costs
- Decrease in community isolation and programming redundancies

**IMPLEMENTATION PLAN FOR PROGRAMS THAT PROMOTE
HEALTHY AND RESILIENT FAMILIES AND COMMUNITIES**

Inputs for all Programming:

Supplies, curriculum, training, partnerships with county-based agencies, technology, promotion, funding, research, evaluation, teaching preparation, coordination and/or facilitation, support from county and state colleagues, and volunteers.

Promote increased community awareness of the social barriers to better health, positive support, and successful relationships for families		
ACTIVITIES	AUDIENCE	OUTCOME
<p>Poverty/Diversity/Trauma Informed Care Workshops for Professionals Coordinate, promote, and lead workshop in collaboration with county partners and volunteers. Evaluate outcomes.</p>	<p>Around 50 community service providers in Door County annually</p>	<p>Increased collaboration and understanding of systems, policy, and environmental barriers to health and wellbeing.</p>
<p>Explore UW Extension networking group for children’s mental health In collaboration with Healthy Living Team, explore options for interdisciplinary networking amongst Extension professionals in the area of child development, mental health, and youth AODA prevention</p>	<p>UW Extension Healthy Living Team UW Extension State Specialist and colleagues across the state</p>	<p>Increased communication and cohesive programming efforts amongst colleagues</p>
<p>Parent Cafes Create protocol for parent cafes. Work in partnership to coordinate, promote, and facilitate program. Evaluate outcomes.</p>	<p>About 20 caregivers of young children, throughout the county <i>(Held monthly)</i></p>	<p>Increased feelings of parent support in community as well as creating a culture of inclusivity for parents.</p>

Increase efforts to support healthy development across the lifespan		
ACTIVITIES	AUDIENCE	OUTCOME
<p>Cancer, Clear and Simple Coordinate, promote, and lead workshop in collaboration with Public Health Department of Door County. Evaluate outcomes.</p>	<p>50 adult participants over 2 years in differing locations across the county.</p>	<p>Increased participant understanding of cancer screening and prevention</p> <p>Increase in participant health literacy</p>
<p>Raising a Thinking Child & I Can Problem Solve Coordinate, promote, and lead Raising a Thinking Child program in collaboration with School District, Public Health Department, and Partnership for Children and Families. Evaluate outcomes.</p> <p>Coordinate and advise I Can Problem Solve program in Sturgeon Bay Schools. Work in partnership with state specialists and the Center for Safe Schools. Look for increased outreach opportunities. Evaluate outcomes.</p>	<p>Door County, Partnership for Children and Families, United Way, Sturgeon Bay Schools, Public Health Department, HELP of Door County, Family Services, and Boys & Girls Club members</p> <p><u>TIMELINE:</u> <i>Raising a Thinking Child Series:</i> Winter and Fall Series</p> <p><i>I Can Problem Solve:</i> Ongoing during 2017-2019 school years</p>	<p>Intended long-term outcome: Children are more likely to be successful in school, require less adult intervention, and remain unlikely to engage in risky health behaviors throughout life.</p>
<p>StrongWomen Coordinate, promote, and lead program in collaboration with Door County Senior Center. Look for ways to increase access and train leaders. Evaluate outcomes.</p>	<p>Reach approximately 75 older adults in Door County through expanding program over 2 years.</p>	<p>Reduced accounts of isolation as well as increased participant confidence, health, and social support.</p>

Create awareness about policies, systems, and environments that promote healthier, more resilient communities		
ACTIVITIES	AUDIENCE	OUTCOMES
<p>Inmate Reentry Parenting Programs Coordinate and lead Raising a Thinking Child workshop in collaboration with HELP Domestic Abuse Agency of Door County and Door County Jail. Evaluate outcomes.</p>	<p>Preselected inmates housed in county jail.</p>	<p>Former inmates better apt to parent upon jail release. Increase in positive attitude around inmate capacity for change.</p>
<p>Serve as a leader and advocate for various groups and coalitions</p> <ul style="list-style-type: none"> • Advisor to Home and Community Education (HCE) • Member of Executive Committee for the Partnership for Children and Families • Chair Parent Education Community Group • Serve on Caregiver Coalition, Mental Health Focus Group, Prevent Suicide, Coordinated Community Response Team, and Collaboration of Providers Committee 	<p>Various community members and service providers in Door County</p>	<p>Increase in communication amongst service providers, as well as a short term decrease in program redundancies. Increased awareness of resources and supports for family wellbeing and health in the community.</p>

Evaluation Plan:

Programs will be evaluated using a variety of assessment tools, including: the SeniorFit test, retrospective questionnaires, interest surveys, pre-test/post-test surveys, and other curriculum-provided evaluation tools. Other than the SeniorFit test, self-reporting will comprise the majority of the evaluation with instructor observations taken into account.

More in-depth analysis will occur for Raising a Thinking Child and I Can Problem Solve. Evaluation models will be drafted with support from Mary Huser and Rob Nix.

State Team Involvement/Projects:

Healthy Living Team:

- Explore networking group for children's mental health
- Chair subcommittee on Active Communities
- Active Communities Survey development, dissemination, and analysis
- Other as need determined

Human Development and Family Relationships Workgroup:

- eParenting Blog site updates
- RTC PowerPoint/curriculum update
- RTC Overview session
- ICPS Training for Family Living Educators
- Other (as need is determined)

Upcoming Professional Development

DATE	PROGRAM	OFFERED BY:	LOCATION
February 2017	I Can Problem Solve Training of the Trainer	WI Partnership Program and Center for Safe Schools	Stephanie Roy of Center for Safe Schools in Sturgeon Bay, WI
Throughout year	4th Thursdays and FL Tech Talks	Family Living Programs	Online
TBD	East Metro FL Meetings	Family Living Programs	TBD
Throughout year	Coffee Breaks with Kristen	Family Living Programs	Online
Annually	Regional Colleague Conference	UW Extension East Metro Region	TBD
Annually	JCEP Conference	WI JCEP	TBD
Appropriate wislines, local/regional training, and webinars as opportunities arise			

2017 ANNUAL YEAR PLAN OF WORK

Priority Program: Promoting Healthy and Resilient Families and Communities

Affiliate State Teams:

Healthy Living Team & Human Development and Family Relationships Team

Situational Analysis and Priority Setting

Background. This 2017 Plan of work is based on the situational analysis and outcomes described in my 2017-2019 Multi-year Plan of Work.

The North Central Cooperative Extension Association (NCCEA), states that while the US is a nation of opportunity and diversity, it is also a nation that holds within it numerous obstacles for families to be healthy and resilient. In fact, millions of people live in poverty, struggle with physical and mental health concerns, have financial/employment challenges, and struggle with literacy of all kinds. The US is also incarcerating individuals at higher rates than any other nation,¹ and many of our county's children may subsequently be at risk of experiencing poor social and health outcomes.³

"We can, and should, do better."¹

Family Living Programs across the nation responds to this, with a call to action: "increase the number of Americans who are healthy at every stage of life."² By working together to creatively address these challenges, with research-based educational efforts, Family Living has the potential to promote healthier, more resilient families and communities in Wisconsin.

Building resiliency, understanding family dynamics, offering opportunities for increased physical health, alongside growing community awareness of health barriers and supports for families and children will not only serve as profound protective factors for Door County's families, but it may also decrease the likelihood of adverse experiences leading to an overall decrease in crime, poor health, poverty, and relational problems across the lifespan of community members.

Also, in order to promote lifelong health, establishing a "community of health" may be vital. Thus, coalitions and programs that support Door County families may be of essential need. By working together to increase the community's capacity for change, communication may increase, redundancies may be reduced, and awareness may arise.

Likewise, research-based programs that support parents and other adults, reduce stress, and strengthen problem-solving skills may change household dynamics leading to stronger healthier family relationships. Also, finding creative ways to counter issues of isolation and social withdrawal may also greatly benefit all age groups, as social support has been found to increase resiliency as well as overall wellbeing.

1. Battelle. 2015 Battelle Study: Analysis of the Value of Family & Consumer Sciences Extension in the North Central Region. September 2015. Retrieved from: <http://www.nccca.org/multistate-activities/fcs-battelle-report-2015/>

2. Braun, B., et al. Cooperative Extension's National Framework for Health and Wellness. March 2014. Retrieved from: http://www.aplu.org/members/commissions/food-environment-and-renewable-resources/CFERR_Library/national-framework-for-health-and-wellness/file?id=5134

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T. Koehler
2017 Annual Plan of Work

Intended Outcomes for All Programs (Short, Medium, and Long term):

Short Term Outcomes:

- Increased community awareness of the social barriers to better health, positive support, and successful relationships for families (*See below*)
- Increased efforts to support healthy development across the lifespan (*See below*)
- Increased interest in learning about policies, systems, and environments that promote healthier, more resilient communities (*See below*)

Medium Term Outcomes:

- Increased community support of family wellbeing programs, as demonstrated by the community's willingness to participate/collaborate on efforts
- Increased accessibility and attendance of programs
- Participants will report increased willingness to practice skills in areas related to health, wellbeing and relationships

Long Term Outcomes:

- Healthier, more resilient families and communities
- Children more likely to be successful in school, require less adult intervention and remain unlikely to engage in risky behaviors throughout their lifespan
- Decrease in overall healthcare and intervention costs
- Decrease in community isolation and programming redundancies

T. Koehler
2017 Annual Plan of Work

**2017 IMPLEMENTATION PLAN FOR PROGRAMS THAT PROMOTE
HEALTHY AND RESILIENT FAMILIES AND COMMUNITIES**

Inputs for all Programming:

Supplies, curriculum, training, partnerships with county-based agencies, technology, promotion, funding, research, evaluation, teaching preparation, coordination and/or facilitation, support from county and state colleagues, and volunteers.

Promote increased community awareness of the social barriers to better health, positive support, and successful relationships for families		
ACTIVITIES	AUDIENCE	OUTCOME
<p>Diversity Sensitivity Workshop Coordinate, promote, and lead workshop in collaboration with 4H and county volunteers. Evaluate outcomes.</p>	<p>Around 50 community service providers in Door County</p> <p><u>TIMELINE:</u> May 2017</p>	<p>Increased collaboration and understanding of systems, policy, and environmental barriers to health and wellbeing.</p>
<p>Elder Abuse Workshop Coordinate, promote, and lead workshop in collaboration with CNRED and HELP Domestic Abuse Agency of Door County. Evaluate outcomes.</p>	<p>Partnership with HELP of Door County and UWEX Door Co. CRED agent</p> <p>Workshop presented to individuals who work/advocate in home settings for seniors (ex., Meals on Wheels volunteers, caregiver support group staff, etc.</p> <p><u>TIMELINE:</u> March 2017</p>	<p>Increased awareness of the impact of elder abuse on the county.</p> <p>Plans set in place to continue to increase understanding and appropriate action to prevent/report abuse.</p>
<p>Parent Focus Groups Create protocol for focus group. Work in partnership to coordinate, promote, and facilitate program. Evaluate outcomes.</p>	<p>About 20, caregivers of 0-5 year old children, throughout the county, will be invited to participate in round table conversations</p> <p><u>TIMELINE:</u> February 2017</p>	<p>Increased feelings of parent support in community as well as greater understanding of the accessibility and effectiveness of parenting programs.</p>

Increase efforts to support healthy development across the lifespan		
ACTIVITIES	AUDIENCE	OUTCOME
<p>Cancer, Clear and Simple Coordinate, promote, and lead workshop in collaboration with Public Health Department of Door County. Evaluate outcomes.</p>	<p>3 workshops:</p> <ul style="list-style-type: none"> Farmers in Southern Door County HCE program in Sturgeon Bay Public in Northern Door County <p><u>TIMELINE:</u> February 2017 March 2017 & April 2017</p>	<p>Increased participant understanding of cancer prevention and screening.</p> <p>Increase in participant health literacy.</p>
<p>Raising a Thinking Child & I Can Problem Solve Coordinate, promote, and lead Raising a Thinking Child program in collaboration with School District, Public Health Department, and Partnership for Children and Families. Evaluate outcomes.</p> <p>Coordinate and advise I Can Problem Solve program in Sturgeon Bay Schools. Work in partnership with state specialists and the Center for Safe Schools. Look for increased outreach opportunities. Evaluate outcomes.</p>	<p>Door County, Partnership for Children and Families, United Way, Sturgeon Bay Schools, Public Health Department, HELP of Door County, Family Services, and Boys & Girls Club members</p> <p><u>TIMELINE:</u> <i>Raising a Thinking Child Series:</i> Winter 2017 and Fall 2017</p> <p><i>I Can Problem Solve:</i> Ongoing throughout 2017-2018 school year</p>	<p>Intended long-term outcome post program start) Children are more likely to be successful in school, require less adult intervention, and remain unlikely to engage in risky health behaviors throughout life.</p>
<p>StrongWomen Coordinate, promote, and lead workshop in collaboration with Door County Senior Center. Look for ways to increase access and train leaders. Evaluate outcomes.</p>	<p>Approximately 30 Older adults in Door County</p> <p><u>TIMELINE:</u> 10 week program held in February 2017 and September 2017 ONGOING</p>	<p>Reduced accounts of isolation as well as increased participant confidence, health, and social support.</p>

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2017 Annual Plan of Work

Create awareness about policies, systems, and environments that promote healthier, more resilient communities		
ACTIVITIES	AUDIENCE	OUTCOMES
<p>Best CareTalks Project Coordinate, promote, and lead workshop in collaboration with Door County Senior Center and UW School of Medicine and Public Health (Paul D. Smith)</p>	<p>Approximately 20 caregivers in Door County</p> <p><u>TIMELINE:</u> May 2017- June 2017</p>	<p>Increased Health Literacy for Caregivers.</p> <p>Increased communication and support between caregivers and health care providers.</p>
<p>Inmate Reentry Parenting Programs Coordinate and lead Raising a Thinking Child workshop in collaboration with HELP Domestic Abuse Agency of Door County and Door County Jail. Evaluate outcomes.</p>	<p>Qualified inmates housed in county jail.</p> <p><u>TIMELINE:</u> February 2017</p>	<p>Former inmates better apt to parent upon jail release.</p> <p>Increase in positive attitude around inmate capacity for change.</p>
<p>Serve as a leader and advocate for various groups and coalitions</p> <ul style="list-style-type: none"> • Advisor to Home and Community Education (HCE) • Member of Executive Committee for the Partnership for Children and Families • Chair Parent Education Community Group • Serve on Caregiver Coalition, Mental Health Focus Group, Prevent Suicide, Coordinated Community Response Team, and Collaboration of Providers Committee 	<p>Various community members and service providers in Door County</p> <p><u>TIMELINE:</u> Ongoing</p>	<p>Increase in communication amongst service providers, as well as a short term decrease in program redundancies.</p> <p>Increased awareness of resources and supports for family wellbeing and health in the community.</p>

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2017 Annual Plan of Work

Evaluation Plan:

Programs will be evaluated using a variety of assessment tools, including: the SeniorFit test, retrospective questionnaires, interest surveys, pre-test/post-test surveys, and other curriculum-provided evaluation tools. Other than the SeniorFit test, self-reporting will comprise the majority of the evaluation with instructor observations taken into account.

More in-depth analysis will occur for Raising a Thinking Child and I Can Problem Solve. Evaluation models will be drafted with support from Mary Huser and Rob Nix.

State Team Involvement/Projects:

Healthy Living Team:

- Explore networking group for children's mental health
- Chair subcommittee on Active Communities
- Active Communities Survey development, dissemination, and analysis

Human Development and Family Relationships Workgroup:

- eParenting Blog site updates
- RTC PowerPoint/curriculum update
- RTC Overview session

Upcoming Professional Development

DATE	PROGRAM	OFFERED BY	LOCATION
February 2017	I Can Problem Solve Training of the Trainer	WI Partnership Program and Center for Safe Schools	Stephanie Roy of Center for Safe Schools in Sturgeon Bay, WI
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Annually	JCEP Conference	WI JCEP	TBD
Appropriate wislines, local/regional training, and webinars as opportunities arise			

Civil Rights Documentation Requirements for County Offices

Background

As a recipient of federal funding through the USDA, Cooperative Extension is required to comply with specific obligations of nondiscrimination and equal opportunity associated with civil rights laws. Colleagues programming at the county level must make special efforts to reach out to and expand access to people from groups protected by these laws. These groups include:

- African Americans
- American Indians/Native Americans
- Asians
- Native Hawaiians and Other Pacific Islanders
- People of two or more races
- Hispanics/Latinos
- Women
- People with Limited English Proficiency (LEP)
- People with disabilities

Colleagues are required to keep on file items documenting outreach activities and all reasonable efforts to provide programming to protected and underserved audiences. Two groups of files are required: 1) general office civil rights files and 2) program area civil rights files. Hard-copy files are considered primary, and electronic files can be used as backup.

Files must be self-explanatory, well organized, easy to review, and in an easily-accessible location for all county staff.

- Items included should be quickly identifiable to someone looking through the files. If not immediately obvious, include notes on the item indicating the target audience, how the item was used, or purpose of the information it contains, where it was used, date, etc.
- The files should demonstrate outreach efforts without the need for verbal descriptions. Someone reviewing them should be able to understand the effort taking place without talking to anyone in the office.
- Files should support and provide evidence toward meeting goals in the County Civil Rights action plan.

Tips for Maintaining Civil Rights Files and Gathering Data throughout the Year

- Request and record demographic data (race, ethnicity, gender (REG) and age) from participants reached at events. This data is then entered into Recording Results System as “direct contacts”. See demographic information request templates at: <https://blogs.ces.uwex.edu/civilrightsleadership/yourcivilrightsfiles/>
- Create a folder in Outlook or another online location for storing emails you send or receive that provide evidence on collaborations, efforts to build relationships and establish partnerships to reach and serve protected audiences. Place printed copies of *most relevant* emails in the appropriate hard-copy folder.
- Create lists of all organizational partners and send the non-discrimination letter to them once every three years, as an office, rather than individually. Track their responses as they come in. Spreadsheets work well. Keep all assurances of nondiscrimination from partners on file in paper version or scanned.
- Create files for the protected and underserved audiences you are intentionally reaching and making efforts toward serving. Keep communication and documents used for your efforts in these files throughout the year.
- Update files annually as needed. Recommend purging records over 5 years old.

Organize Files Using the Following Categories	
<i>General Office Civil Rights Files</i>	<i>Program Area Civil Rights Files</i>
<ul style="list-style-type: none"> • Maps • County census data/demographic data • Annual civil rights action plans • Primary partners • Mailing lists • Position descriptions • Office staff meetings and trainings on expanding access • Disability Accommodations • Language Access Services • Communications or trainings on expanding access provided to local officials/board members who serve on search and screen panels 	<ul style="list-style-type: none"> • Personal communications • Race, ethnicity, gender (REG) data collection tool(s) • Participation records from Recording Results • Lists of partners • Mailing lists • Media outlets • Expanding Access data from Recording Results • Accommodations • Language Access • Other program materials • Also for 4-H: Expansion and Review; 4-H Online • Also for FoodWise: demographic data for nutrition mission; partners; FoodWise annual reports; other documentation
<p>A cross-referencing note can be used for information that should appear in both groups of files. For example, if information on primary partners is kept in the program area files, place a cross-referencing note to this information in the general office files.</p>	

Contents of General Office Civil Rights Files

- Highway **maps**, city maps, plat maps, etc., that illustrate county demographic data and information that informs programming and outreach to protected and underserved audiences.
- **County census data** and other demographic data from local sources. For assistance, contact:
 - Applied Population Lab, contact Dan Veroff
 - Community Asset Mapping Training, contact Teresa Curtis
- **A civil rights action plan** for the county office team. Action plans should begin with an introduction presenting a brief demographic overview of the county followed by action items with the following details:
 - name of protected groups targeted for all reasonable efforts,
 - specific outreach actions expected to be carried out,
 - expected community partners,
 - names and roles of Extension colleagues participating in the outreach
 - estimated timeline
- Documentation showing that **primary partners** have been informed of UW-Extension nondiscrimination policies including the letter sent to partners, dates sent, response received, and the partner's non-discrimination policies or signed assurance of nondiscrimination.
 - Note: Colleagues may choose to place these records in program files rather than general office files.
 - Download non-discrimination letter templates
- **Mailing lists** for surface and electronic mailing and other contact lists used for general Extension office mailings. The lists must be coded with Race, Ethnicity and Gender (REG) information about the people included on the lists. REG information does not need to be listed next to each individual. A summary at the top or bottom of each list noting the estimated percentage of each protected group is sufficient. Example: 51% men; 49% women; 12% Latino; 2% African American; 5% Native American; 10% two or more races; 71% Caucasian.
- **Position descriptions** for all staff with civil rights and nondiscrimination responsibilities highlighted.

- ❑ **Copies of Civil Rights 101 online training completion certificates for all county office staff**
- ❑ **Civil Rights Self-Assessment** and **personal civil rights compliance plan** for each educator.
- ❑ **Office staff meeting** agendas, minutes, and other evidence that discussions about civil rights responsibilities, outreach to and programming with protected audiences, nondiscrimination and related equal opportunity topics have occurred and that all meetings are announced to all staff with meeting notes available to all in the office.
- ❑ **Records of communications to local elected and county officials** who serve on search and screen panels about the importance of expanding applicant pools for county based positions
- ❑ **Copy of County Office Assessment Tool for Language Access Needs**
<https://blogs.ces.uwex.edu/languageaccess/standards-of-practice/>

Contents of Program Area Civil Rights Files

- ❑ **REQUIRED AND VERY IMPORTANT - Personal Communications:** Letters, notes, emails, documentation of phone calls/voicemails, newsletters and other examples demonstrating direct communication with people of protected groups and efforts to build relationships with them. Also, documentation demonstrating that partners who serve or provide access to people of these groups share information about Extension with them. If it is not evident, use notations on each item in the files explaining how that item was used to reach individuals of specific protected groups.
- ❑ **Race, Ethnicity, Gender (REG) data collection tool(s):** A copy or example of the tool used to collect demographic data of participants.
- ❑ **Lists of partners,** and/or advisory groups with Race/Ethnicity and Gender (REG) information for individuals in the groups and audiences they serve or represent. REG information does not need to be listed next to each individual. A summary statement noting the aggregate, estimated total composition of the group is sufficient (ex: 50% of the group is women, 12% of the group is Latino, 8% is Native American, etc.). Also include notations about the demographics of the audiences reached through partnerships.
 - Download the [List of Partners form](#) to assist in documenting this information.
- ❑ **Mailing lists** for surface and electronic mailing and other contact lists used for program area mailings. The lists must be coded with Race, Ethnicity and Gender (REG) information about the people included on the lists. REG information does not need to be listed next to each individual. A summary at the top or bottom of each list noting the estimated percentage of each protected group is sufficient.
- ❑ List of **media outlets** used to promote programs. Make notations on those used to reach specific racial and ethnic groups and other underserved groups.
- ❑ Copies of annual **Results Narratives or Expanding Access records from Recording Results** describing actions to reach people of protected and underrepresented groups.
- ❑ Documentation of **accommodations** made relating to programming for those with Disabilities based on ADA guidelines and policies
 - Example of educational programming that has been created/adapted to fit the needs of people with disabilities (provide information of location of programs, resources, communications that support these efforts).
 - Accommodation requests and action taken
 - Example of use of Accommodation statement of program related materials used for marketing, registration, etc.
- ❑ **Language Access Services for LEP individuals and groups**
 - Translated materials in languages other than English.

- Documentation on the planning that took place when decisions were made about whether or not to translate materials, for whom, feedback from clients, and how materials were used or applied, etc.
- Information about times when interpreters were used: how it was determined an interpreter would be needed, for whom, feedback from clients, etc.
- Conversations (emails) taking place about whether to have an interpreter available or not.
- Other program materials** (tenure and post tenure documentation) demonstrating intent to engage and success in reaching protected audiences
- Copy of educator's Plan of Work**
- Copy of Parity Determination** from Recording Results

For 4-H Youth Development

- Documentation about 4-H **Expansion and Review** efforts: describe how this function is accomplished annually in the county; describe the process for engaging community partners, which community members participate (include race, ethnicity and gender), and outline the action plan developed as a result of the effort
- Standard ES237 report from 4-H Online
- List and locations of community and after-school clubs
- Documentation and data on 4-H club participation by REG for all programs
- Documentation of training provided to volunteers and leaders in the county on expanding access in 4-H clubs

FoodWise

- Nutrition program files should be included in the Family Living files and include:
 - County **demographic data** relevant to nutrition program mission.
 - Information about **partner organizations** and agencies and the demographics of the people they serve.
 - Annual **FoodWise reports** (Program narratives and Year-End) highlighting efforts for expanding access to protected audiences
 - **Additional documentation** that demonstrates outreach to people protected by civil rights laws. This should include: promotional materials, letters, emails, notes from conversations, etc., with notations explaining the specific efforts to reach out to people of protected audiences who qualify for the nutrition program.

Considerations for Electronic Files

When someone from the public, a visiting team of colleagues, or a USDA representative reviews the files, they should be easy for that individual to quickly access specific sections. Colleagues may provide an electronic filing system as back up to hard copy files. Colleagues have found it difficult to be as complete with electronic files as with paper files. A combination of the two formats is more advisable, with paper files still being primary. Keep the following guidelines in mind when developing and maintaining electronic files for civil rights requirements:

- Creating PDF documents is one way to do this. The PDFs could be listed in a Table of Contents, listing all of the files available with headings for the sections. A user should easily click on the title of the file to see it.
- It is helpful to have a section for each program area and a section for overall office materials (maps, letters of non-discrimination to partners, office conference agendas, etc.)
- When possible, create spreadsheets of contacts and mailing lists sortable by Race, Ethnicity, Gender and zip code.

- It is helpful for each member of a visiting team to have access to the files electronically. Copying the files onto a flash drive, shared network drive or into a private Google Drive folder are good options.
- All items should be dated.

Updated July 2018

Guidelines for Counties Responding to Food Safety & Food Preservation Questions

UWEX will continue to try to provide support to consumers requesting information on food safety or home food preservation through our transition. We are not able to respond to general cooking questions where UWEX doesn't have research or best-practice guidelines to support our answers. Please follow these guidelines.

Resources. UW-Extension supports the use of approved food safety resources and research-tested recipes in home food preservation. You may provide a **direct link** to the information below:

Food Safety.

- Be Food Safe: <http://www.fightbac.org/>
- Foodsafety.gov <https://www.foodsafety.gov>
- Centers for Disease Control and Prevention <https://www.cdc.gov/>
- USDA Food Safety Information: <https://www.fsis.usda.gov/wps/portal/fsis/home>
- USDA Meat and Poultry Hotline 888-674-6854.
- FDA Food Information Line 888-723-3366

Food Preservation.

- National Center for Home Food Preservation <http://nchfp.uga.edu/>
- Safe & Healthy: Preserving Food at Home (UWEX) <https://fyi.uwex.edu/safepreserving/>
- The Learning Store (UWEX) <https://learningstore.uwex.edu/>

UW-Extension **does not** support commercial web sites or social media platforms for food safety or food preservation information. **Please do not offer other resources to consumers.**

-Encourage consumers to sign up for **food safety and food preservation updates** via the UWEX food safety blog: <https://fyi.uwex.edu/safepreserving/>

-Do **not** provide a personal interpretation of any recommendations, even if you have personal experience. Even though consumers may be insistent and their concerns real, our organization is put at-risk if incorrect or incomplete advice is given.

-You may **print information** directly from the listed web sites or from the UWEX Safe Food Preservation Series bulletins. You may direct consumers to the phone numbers listed for **hotlines** or to **content educators in your area** who may have agreed to help <https://counties.uwex.edu/>; in some situations, you may need to reach out to the **Food Safety Specialist** 608-263-7383 ☎ Barb will work with you to see that questions are answered; consumers should **not** call the specialist directly. We do not have a supported network of food safety & preservation **volunteers**. Volunteers should not answer questions.

-Do **not** attempt to answer a question or redirect a consumer to another UWEX office when a consumer did not **use or follow** an Extension-approved resource/recipe. If a consumer has a question about an approved resource, you may refer them back to the resource (where they can review the information), or you may refer them to educators in your area. If your county/area no longer provides support for food safety/preservation, direct consumers to the resources above, not to other areas or resources.

-Due to **liability**, do not answer questions related to the manufacture of food for sale. Refer callers to the State Specialist: Barb Ingham bhingham@wisc.edu or 608-263-7383.

-Only trained staff should test **dial gauge canners**; a **trained** UWEX educator **must** be present to sign the testing report. Consumers who have a Presto dial-gauge canner can call Presto directly: 800-877-0441. Thank you for your support of food safety and food preservation education in the state. 6/26/2018

Exit Report

Annie Deutsch, December 2019

I had the privilege of being the Door County Agriculture Educator for four years and three months. When I started my position, I sent out a large needs assessment survey to local farmers. Pest management emerged as a top educational need. My background is in entomology, so that fit perfectly. Therefore, I structured most of my programs around managing insects, diseases, and weed pests in various crops. My 2019 plan of work and needs assessment results are attached. My programming ended up being split about 50/50 between horticulture and agronomy, which matched my job description when hired and the skill share agreement with Kewaunee County. Depending on how they structure the job going forward, your focus may be different. There is much work that can be done in any agricultural sector in Door County, so my needs assessment can be a tool, but you will need to reach out to farmers, crop consultants, and agribusiness professionals to direct your future programming.

One emerging project that has been very successful is work I've been doing with Dr. Jamie Patton, Senior Outreach Specialist with the UW Nutrient and Pest Management Program. Jamie has a regional focus and a background in soil science. She is very knowledgeable, an excellent presenter, and respected by farmers and consultants, alike. One topic that frequently emerges when talking to farmers is the difference in weather and soil conditions between Door/Kewaunee County and the fertile soils at the Arlington Research Station where most of the UW's agronomic research takes place. Jamie quickly turned some of these questions into small research and demonstration studies that we worked on together at the Peninsular Agricultural Research Station (PARS) beginning in 2018. Questions we are addressing are, "How late can we plant cover crops?" and "How much biomass and groundcover can we get from these cover crops?" Following a meeting Aeric Bjurstrom and I held in the spring of 2019, Jamie and I added numerous plots looking at alternative forages that could fit into a productive cropping system during the challenging cold, wet year we faced in 2019. All the rain also wreaked havoc with our plots, so a few of the trials will need to be repeated. Jamie is continuing these studies, and there is potential for much more work in this realm.

Another emerging need in this area (and statewide) is educational outreach for controlling herbicide-resistant waterhemp in row crops. This pigweed species is highly prolific and resistant strains are quickly spreading throughout the county. Dr. Rodrigo Werle, UW weed specialist, has many research projects specifically looking at controlling waterhemp. He often looks for local samples, so that can be a great way to get some projects started locally and to meet farmers.

Ongoing projects

Cover crops and alternative forages- As mentioned above, I have been collaborating with Dr. Jamie Patton to perform a number of research studies at PARS. She will be collecting data in the spring, so if you are onboard by then, this would be a great way to get involved. Our previous data were presented at multiple field days in 2019 and we hosted a field day at PARS on September 4, 2019. Jamie Patton can be contacted at jjpatton2@wisc.edu.

Insect trapping with the Department of Agriculture, Trade, and Consumer Protection (DATCP) – Each year, as part of a statewide survey, I have set traps for black cutworm in the spring and western bean cutworm in the summer to inform local farmers when these moths are active. Hayley Doell (hdoell@riocreekfeedmill.com) at the Rio Creek Feed Mill and Clark Riemer (clarkriemer@ezdsl.net), a Kewaunee County farmer, also set traps for western bean cutworm and report the data to me. These trap catches are consolidated into DATCP's weekly pest bulletin. Farmers have been very appreciative having data from this side of the state. Tracy Schilder runs this trapping program (Tracy.Schilder@wisconsin.gov). Both Clark and Hayley plan to continue trapping for moths. Hayley said she can work with Tracy directly, but Clark would need lures and trapping materials for western bean cutworm sent to him. You can work with Tracy to get that organized.

The past two years I have also been a part of DATCP's Pathways Survey looking for new invasive species. I have set traps in cherry orchards looking for the European cherry fruit fly (ECFF) and brown marmorated stink bug (BMSB). I have not caught any ECFF (so far they appear to only be in Ontario and New York). However, I did catch the first BMSB in the county in 2017. I caught four more in 2018 but none in 2019. If DATCP receives the grant money again (as they have for the past two years) and you are interested, you can contact Krista Hamilton (Krista.Hamilton@wisconsin.gov) to be a part of this project. She is keen on having this work continue as it is a major asset to growers. It is also a great way to get out to orchards and start working with some of the local producers. All my past data can be found here: M:\ANNIE DEUTSCH\Insects\Diptera\European cherry fruit fly. I presented this work at the Great Lakes Fruit Workers meeting in Simcoe, Ontario, in November 2019.

Grapes- My predecessor, Dean Volenberg, specialized in grape production so I wanted to continue providing support for grape growers in the region. To do so I held a vineyard walk (outdoor educational program) at the PARS vineyard for the past four years. Apart from one year where we didn't sufficiently advertise, this event was very well attended. Each year, I presented along with inviting various speakers including Dr. Christelle Guédot (UW fruit crop entomologist), Dr. Amaya Atucha (UW fruit crop horticulturalist) and Dr. Patty McManus (UW fruit crop plant pathologist). Patty retired in July 2019 and at the time of writing her position is posted. Hopefully it will be filled before the summer.

Dean also wrote weekly pest reports for grape growers. I wasn't able to continue that level of support, but I joined with the UW Fruit Team (fruit specialists and county educators working with fruit production) who created the Wisconsin Fruit News, a biweekly fruit newsletter sent to producers throughout the summer (<https://fruit.wisc.edu/news/>). I scouted the PARS vineyard every other week and took pictures of grape development. Technicians in Amaya and Christelle's labs then combined my report with scouting reports from the West Madison Vineyard and formatted them into an article. On average the grapes in Door County are about two weeks behind those in Madison. Having the two locations was critical for grape growers throughout the state to determine what pests they should be looking for, since they could compare grape development at their location to the two published locations.

In 2019, I wrote and received a grant from the 2017 Kewaunee County Farm Technology Days Gives Back fund to continue some fungicide spray program work Patty and the former PARS superintendent, Matt Stasiak, had started. The results of this project can be found in the folder M:\ANNIE DEUTSCH\Grants\WI FTD grant. We had very interesting results, but unfortunately, I didn't have time to

publish a formal report for the grape growers beyond what I submitted to the grant committee. After Matt retired, Dan Kielar and Brian Schauske at PARS were an integral part of this project.

Cherries- Cherry growers are really struggling due to low prices and high pest pressure and the number of growers is dropping quickly. Educational and research support for local cherry growers primarily comes through PARS and larger growers get information directly from Michigan as well. I was interested in cherry production, so I chose to collaborate on smaller projects in the cherry orchards, including the DATCP trapping mentioned above. I also attended the annual Cherry Grower Association meeting and partnered with PARS to host a couple cherry educational meetings.

Home horticulture- Regardless of your position focus, there will be an aspect of answering home horticulture questions that is unavoidable. Every county educator gets phone calls, drop-ins, and emails about anything ranging from indoor insect invaders to when to plant their garden. Every county educator you talk to will also have a handful of stories of the most bizarre questions they have been asked! PlantDoc is an internal website where you can post questions and get help from other county educators and specialists (<https://plantdoc.extension.wisc.edu/>). PJ Liesch (pliesch@wisc.edu) in the insect diagnostic lab is great and he can help with any insect ID question. Brian Hudelson (hudelson@wisc.edu) at the Plant Disease Diagnostic Clinic can help with plant diseases, but most often it's best to submit a sample to the clinic to ensure a correct ID. The UW Horticulture Team is addressing the issue of how to manage home horticulture questions, so I'd recommend talking with them to figure out what is a good next step. Mike Maddox with the Master Gardener Program and Jay Dampier (jay.dampier@wisc.edu), the Horticulture Program Manager, and other colleagues in the horticulture team are your best resources for determining how to handle home horticulture questions.

In Door County, you will get questions about the European chafer, a new insect pest of turf. I've prepared a number of educational articles to help address questions that can be found here: M:\ANNIE DEUTSCH\Insects\Coleoptera\European Chafer and M:\ANNIE DEUTSCH\Turf\.

Door County Master Gardener Association

You've inherited an extremely active group of Master Gardener Volunteers (MGVs). There have been multiple transitions within the state MGV program during my time here and I've heard rumors of huge changes coming down the pipeline. Mike Maddox (mike.maddox@wisc.edu), the UW MGV program coordinator, can fill you in on the history of this organization and some of the changes that are coming. The Door County MGVs do excellent work, but they are very autonomous. One change I wanted to implement was to create the opportunity for a more diverse range of people to be able to enter the program. This would be done primarily through offering stand-alone gardening classes throughout the summer. This could perhaps lead to participants earning a "Garden Certificate" and then they could test into the program. Unfortunately, I wasn't able to implement it in 2019. This structure is quite different than the traditional 13-week class currently offered in the winter. That class has its benefits too, especially for building community, so I don't think it should be eliminated but it can't be the only route of entry.

I put a lot of effort into maintaining a very good working relationship with the group, attended their board meetings as often as I could, and they respect the leadership of the county Extension Educator. When more changes are announced, lean heavily on Mike Maddox for guidance and support. If members leave, that is ok because I think it will lead to a much stronger organization in the end of people who really want to be UW-Madison Master Gardener Volunteers.

The MGV program was originally developed to have trained volunteers that aid the local Extension Educator in answering home horticulture questions. In Wisconsin, this program is frequently called Plant Health Advisors. I tried really hard to get this established and I ran into many challenges. The main issue is that there isn't a way to provide enough training to the MGVs to ensure they are giving correct answers. They are also very busy with other projects and many are intimidated by the prospect of being asked questions. I surveyed them to figure out what were their hinderances to volunteering in this capacity and I gave educational presentations on how to answer questions (really all I needed them to do was ask good questions). I tried having them come into the office on certain days of the week, coming in on days of their choosing, or answering questions from home. I made a Gmail account that the public could use, and somehow at the end of 2018 Google deleted it. I wasn't too upset because it allowed me to take a step back. Last year, I just had one MGV, Lynn Polacek (lynnpol@gmail.com), who I could forward questions to if I was overwhelmed. She is very good at asking the client good questions and finding researched-based answers.

Potential projects

1. Right before I left, Toni Sorenson, a local farmer and GreenStone Financial Service Officer, asked me to be involved in a Farm to School project for the Southern Door school district. They were just about to submit a grant, so this would be a great project to join if they are funded. Toni's email is Antonia.Sorenson@greenstonefcs.com
2. In collaboration with the Fish and Wildlife Service, Jamie Patton, the PARS staff, and I, put in a pollinator planting at PARS in November. We split the field in half, so half was no-till drilled and the second half was broadcast seeded. Hopefully something will germinate in the spring! This plot could lead to many educational opportunities for farmers, orchardists, bee keepers, and the general public. <https://doorcountypulse.com/research-station-aims-to-pull-in-pollinators/>
3. Spotted wing drosophila (SWD) is probably the most destructive pest the cherry industry has ever faced. Michigan has the largest tart cherry industry in the United States, so we often collaborate with them on larger projects. Nikki Rothwell, the Extension Specialist and lead coordinator at the Traverse City Research Station (rothwel3@msu.edu), and Julianna Wilson, Tree Fruit Integrator & IPM Outreach Specialist (jkwilson@msu.edu), just submitted a large grant to look at some alternative management strategies for SWD. I wrote a letter of support and they had asked me to serve on the grant advisory panel. They definitely want Wisconsin to be represented, but the new superintendent at PARS could fill this role if it is outside of your interests or job description. Nevertheless, I told them that I was leaving and that you would reach out to them if you would like to be a part of this grant.

4. Industrial hemp was legalized for production in the past two years. There are many growers interested in it, but people are also fairly secretive about their practices because they want to beat out competition. Liz Binversie (Elizabeth.binversie@wisc.edu), Brown County Agriculture Educator, is taking the lead for hemp outreach in Northeast Wisconsin. For my role, I decided to learn what I could about hemp and the resources available to farmers, but I did not do any work with it myself. The industry will likely be growing quickly, so if you are interested in working with hemp, Liz is a great first contact. Depending on who is hired as the superintendent at PARS, there is potential for establishing research and demonstration plots at the station.

5. The Food Safety Modernization Act (FSMA) is a new regulation from the Food and Drug Administration. In Wisconsin, DATCP is in charge of enforcing the rule and Extension has partnered with them to provide educational support. According to their maps, Door County has a large number of farms that will be affected by this rule. Extension is looking for more county educators to receive special FSMA training. I was asked numerous times to take this training, but because I was leaving, I didn't want them to invest in me. If you are interested in being trained, contact Jay Dampier for more information.

Media and Communications

- Door County Daily News, Tim Kowols, kowols@doorcountydailynews.com
 - o I submitted stories to them as needed. They are great for advertising programs if you give a short interview clip. They can often post things by the next day.
- Peninsula Pulse, Myles Dannhausen, myles@ppulse.com
 - o I wrote an article about once a month on a relevant horticultural topic. They prefer articles that are about 750-800 words and I always included a picture. Since it is a weekly newspaper, articles could sometimes take a few weeks before being published, so you need to think ahead
 - o They will also publish short press releases for programs
- Kewaunee County Comet, Warren Bluhm, warren@warrenbluhm.com
 - o Online newspaper in Kewaunee County. Warren is great to work with and will post stories or meeting announcements quickly. He has a website and Facebook page with a pretty good following.
- Blast text message from Whitney Prestby, whitney.prestby@wisc.edu
 - o Whitney is an Extension educator located in Green Bay. She helps coordinate events with the Door-Kewaunee Demo Farms. If you send her a short sentence about your upcoming program and a link, she can send it out to all the farmers in their network.
- Morning Ag Clips, <https://www.morningagclips.com/category/wisconsin/>
 - o Great place to publish short news releases about upcoming programs to a statewide audience. We can publish things for free.
- Midwest Farm Weekly
 - o Short video interview taped in Green Bay on any relevant agricultural topic. Aeric Bjurstrom can send you the sign-up sheet

- Wisconsin Agriculturalist
 - o I wrote one article a year for Extension's section Field Fodder. Contact Jerry Clark for information, Jerome.clark@wisc.edu
- Paper flyers
 - o Free programs can be advertised at the libraries, YMCA, Aging and Disabilities Resource Center (ADRC), and anywhere else you can think of.
- Mass Email list (my email list can be found in M:\ANNIE DEUTSCH\Contacts)

Key Contacts

When I left, I asked some key contacts to think about what they would like to see from the Extension educator. For row crops, I would highly recommend that you reach out to the Door County Coop (Bob Haen and Caleb Cornell) and the Rio Creek Feed Mill (Adam Barta and Hayley Doell) for their suggestions. Nathen Nysse is a regional crop consultant who is also an excellent resource. One farmer who you must meet is Clark Riemer in Kewaunee Co. He is very involved in many Extension projects and is a huge advocate for local research and programming. Richard Olson in Door County is another farmer that you should definitely connect with.

Regional groups that will be important to connect with are Save the Bay, the Door-Kewaunee Demo Farms, and Peninsula Pride. Whitney Prestby is a great first contact to get involved with some of the different events with these groups. Ask her to get added to the mass text list so you can hear about their field days.

Key fruit crop contacts are Jim Seaquist (cherries), Steve and Jeff Wood (apples), and Terry Sorenson (cherries, apples, strawberries).

Extension educators in neighboring counties, especially Aerica Bjurstrom, are also a great resource and can help you develop your programming.

If you do any work with fruit crops, I'd highly recommend joining the Great Lakes Fruit Workers listserv (GLFW@LIST.MSU.EDU). Julianna Wilson can add you to the list. I also attended two of their annual meetings and they were the most impactful and helpful meetings I attended because the focus was very specific on fruit crop issues in the Great Lakes region. Having so few fruit specialists within the UW, it is great to be a part of this multi-state network of experts.

Holding Community Programs

The new Aging and Disability Resource Center (ADRC) is an excellent place to hold home horticulture programs. They are very interested in partnering with us and they will have everything set up. The only limitation is that they are only open during business hours. Cathy Keller is the social coordinator at the ADRC. ckeller@co.door.wi.us

I gave a couple presentations at Pine Crest Assisted Living Facility each year. Their activity coordinator Heidi, heidi.doorpinecrest@gmail.com, is always looking for presenters on basically any topic that might interest their residents.

The Kress Pavilion (events coordinator: Jessica Reinke jreinke@founders3.com) in Egg Harbor, the NWTC campus in Sister Bay, and the Ridges Nature Center in Baileys Harbor are all great places to give presentations. I was planning on offering gardening programs rotating between these locations and places in Sturgeon Bay and livestreaming them to the other facilities as part of the summer garden class program, but I ran out of time to try it out.

Crossroads is the best place I've found in Sturgeon Bay to have large presentations. Coggin Heeringa can help schedule anything there. coggin_heeringa@yahoo.com

Agronomic meetings and field days are often held towards the Door/Kewaunee County line. Recently, we've held meetings at the Forestville Town Hall, the Cherryland Airport, the Kewaunee County Highway Department, and at local farms. The Peninsula Room at the Government Center is another great meeting space in Sturgeon Bay.

Conclusion

As every tourist knows, Door County is a beautiful and unique place to be. Behind the tourism, agriculture still has a prominent role in the economy of the county. No matter your interests, who you collaborate with, and what challenges arise within the farming community, there is ample opportunity for impactful work in agriculture education. Talk to farmers, meet collaborators, get outside, have lots of potlucks with office colleagues, and enjoy every second that you have to work here.

Annie



Healthy Choices, Healthy Lives



FoodWise is federally funded by the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) and the Expanded Food and Nutrition Education Program (EFNEP). We advance healthy eating habits, active lifestyles and healthy community environments for Wisconsin residents with limited incomes through nutrition education at the individual, community and systems levels.

Who We Serve



309

Total Learners

128

Hispanic



555

Total Learners

735

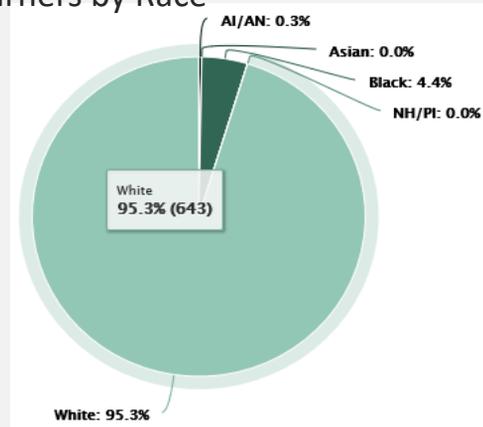
Not Hispanic/Latino



864

Direct Educational Contacts

Learners by Race



Program HIGHLIGHTS

- Shared nutrition information each month in 15-minute mini-lessons at 5 different food pantries in Door County, encouraging food pantry shoppers to eat **more** whole grains, fruits, and vegetables and **less** sugar, fat, and refined products.
- Met 6 times each year with seniors at the lowest income ADRC-sponsored senior meal sites to share tips for reducing sugar intake, increasing exercise, and eating healthier foods on a fixed income.
- Partnered with the Boys and Girls Club of Door County to teach 12 weeks of nutrition and literacy to children enrolled in summer programming.
- Distributed recipes in Spanish and English at local pantries to highlight the underutilized healthy foods available at the pantry and “Healthy & Homemade” calendars featuring recipes for healthy entrees.

ACHIEVING MORE TOGETHER



UW-Madison Division of Extension works alongside the people of Wisconsin to deliver practical educational programs where people live and work – on the farm, in schools and throughout urban and rural communities. In Door County, FoodWise partners with Aging and Disability Resource Center, Big Brothers Big Sisters, Hispanic Resource Center, Home Community Educators (HCE), and 5 food pantries to help make the healthy choice the easy choice in our communities.

Although Door County is 94% white, Hispanic or Latino people make up the largest number of non-Caucasian residents (3%). Poverty is a disproportionately common experience for people of color in Wisconsin, and women are more likely to be poor. These characteristics and rural isolation are linked to health disparities. So, for an Hispanic senior woman living in rural Door County, the likelihood she will experience poor health outcomes is high. Thus, champions are essential.



For an Hispanic senior woman living in rural Door County, the likelihood she will experience poor health outcomes is high.

Door County is home to a number of older Spanish-speaking people, people who historically did not access Extension services like 4-H, Master Gardeners, and Home & Community Educators. One of the first groups FoodWise Nutrition Educator Imelda Delchambre organized was a Latino chapter of the Wisconsin Association of Home and Community Educators (WAHCE). Delchambre started Spanish-language clubs to offer opportunities for socialization and community involvement to underserved women of color, first in Kewaunee Co. (2004) and later in Door Co. (2006).



A non-profit educational and service organization in 48 Wisconsin counties, Home Community Educators share information from University of Wisconsin and other reliable sources.

Without Imelda, HCE programming would be inaccessible to women who speak Spanish. In recent years, HCE educational focus topics include reducing food waste, understanding childhood trauma, and reducing stress.

As a FoodWise educator, Imelda contributes nutrition education at the monthly meetings. She has taught simple switches like white rice for brown, white flour for corn flour tortillas, and canola oil instead of lard. Imelda understands the importance of traditional foods **and** of good nutrition, so she highlights culturally appropriate foods.



Imelda Delchambre
Nutrition Educator
Door & Kewaunee Counties



Laura Apfelbeck
Program Coordinator
Door, Kewaunee, and Manitowoc Counties

Studies estimate that only 21-37% of men and 29-45% of women aged 65 and older eat the recommended servings of fruit and vegetables daily (See Nicklett & Kadell, "Fruit and Vegetable Intake Among Older Adults," NCBI). ADRC-sponsored senior meal sites offer protective factors, since having company provides incentive to eat, and meal assistance breaks down barriers of acquiring/preparing food.

Nutrition education can improve understanding of nutritional needs and change behavior. By teaching directly at senior meal sites, FoodWise nutrition educator Imelda Delchambre reminds elders of the benefits of healthful eating. Many do not think they risk poor nutrition, and perceptions of what constitutes a healthy meal vary.



Seniors said they didn't eat ANY fruits or vegetables except those served at the ADRC senior meal site that day.

Using surveys that accompany the evidence-based *Healthy Cents* curriculum she teaches at four rural senior meal sites in Door County, Delchambre identified her participants' concerns. She learned participants were not eating any fruits or vegetables except those served at the meal site that day, and she found out why.

Seniors stated that access to fresh food is difficult in rural areas, and fresh produce is prohibitively expensive. So, Delchambre explained that even if the most accessible produce is canned fruit from the Dollar Store, it can be rinsed to reduce the sugar and still offer vitamins and fiber. One dollar buys two servings, she said.



Access to fresh food is difficult in rural areas and fresh produce is expensive.

Delchambre's lessons are opportunities for conversations that lead to behavior changes including increased consumption of fruits and vegetables and better resource management.

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UW-MADISON EXTENSION

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd
Fund 100 - General Fund									
REVENUE									
Department 30 - U.W. Extension									
43910	Risk Mngmnt Education Grn	.00	.00	.00	.00	.00	.00	.00	+++
46749	UW Postage Allocation	.00	.00	.00	.00	.00	2,352.25	(2,352.25)	+++
46750	Extension Dept Revenue	.00	.00	.00	.00	.00	.00	.00	+++
48415	Community Gardens Revenue	.00	.00	.00	.00	.00	.00	.00	+++
48420	Witness Fees/Jury Duty	.00	.00	.00	.00	.00	.00	.00	+++
49124	Prior Yr Revenues	.00	.00	.00	.00	.00	.00	.00	+++
Department 30 - U.W. Extension Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,352.25	(\$2,352.25)	+++
REVENUE TOTALS		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,352.25	(\$2,352.25)	+++
EXPENSE									
Department 30 - U.W. Extension									
Sub-Department 5108 - U. W. Extension									
51101									
51101	Salary & Wages	43,485.00	(885.86)	42,599.14	1,051.68	.00	10,066.63	32,532.51	24
51101.300PR	S&W Vac/PTO Vacation	.00	749.73	749.73	.00	.00	968.83	(219.10)	129
51101.310PR	S&W Sick/EUSL Sick	.00	.00	.00	.00	.00	.00	.00	+++
51101.320PR	S&W Holiday Holiday	.00	136.13	136.13	.00	.00	136.13	.00	100
51101.330PR	S&W Comp Taken Comp Taken	.00	.00	.00	.00	.00	.00	.00	+++
51101.331PR	S&W Comp Payout Comp Payout	.00	.00	.00	.00	.00	.00	.00	+++
51101.385PR	S&W - COVID 19	.00	.00	.00	701.12	.00	701.12	(701.12)	+++
51101.390PR	S&W Personal Personal	.00	.00	.00	.00	.00	.00	.00	+++
51101 - Totals		\$43,485.00	\$0.00	\$42,599.14	\$1,752.80	\$0.00	\$11,872.71	\$31,612.29	27%
51102	Salary & Wages Part Time	880.00	.00	880.00	.00	.00	.00	880.00	0
51104	Overtime	.00	.00	.00	.00	.00	.00	.00	+++
51105	Longevity	.00	.00	.00	.00	.00	.00	.00	+++
51111									
51111.262	Per Diem Ag & Extension Ag & Extension	3,175.00	.00	3,175.00	.00	.00	565.00	2,610.00	18
51111 - Totals		\$3,175.00	\$0.00	\$3,175.00	\$0.00	\$0.00	\$565.00	\$2,610.00	18%
51201	Social Security	3,637.00	.00	3,637.00	127.31	.00	868.93	2,768.07	24
51202	Retirement	2,935.00	.00	2,935.00	118.31	.00	801.38	2,133.62	27
51203	Dental Insurance	1,278.00	.00	1,278.00	53.26	.00	372.82	905.18	29
51204	Health Insurance	24,480.00	.00	24,480.00	1,128.00	.00	7,896.00	16,584.00	32
51205	Life Insurance	.00	.00	.00	.00	.00	.00	.00	+++
51206	Workers Compensation	95.00	.00	95.00	3.33	.00	22.56	72.44	24
51209	Hlth Risk Assessment	.00	.00	.00	.00	.00	.00	.00	+++
52101	Professional Services	16,000.00	.00	16,000.00	.00	.00	8,000.00	8,000.00	50
52206	Telephone	500.00	.00	500.00	.00	.00	34.57	465.43	7
52301	Repair & Maintenance	600.00	.00	600.00	.00	.00	.00	600.00	0

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd
Fund 100 - General Fund									
EXPENSE									
Department 30 - U.W. Extension									
Sub-Department 5108 - U. W. Extension									
52401									
52401	Contracted Services	124,500.00	.00	124,500.00	.00	.00	.00	124,500.00	0
52401.05187	Cont Serv-Add'l Educ Supp Cont Serv-Add'l Educ Supp	1,500.00	.00	1,500.00	.00	.00	.00	1,500.00	0
	52401 - Totals	\$126,000.00	\$0.00	\$126,000.00	\$0.00	\$0.00	\$0.00	\$126,000.00	0%
52402	Membership Dues	790.00	.00	790.00	.00	.00	115.00	675.00	15
52427	Storage Rental	.00	.00	.00	.00	.00	.00	.00	+++
53101	Other Materials & Supplie	.00	.00	.00	.00	.00	.00	.00	+++
53102	Postage	1,500.00	.00	1,500.00	.00	.00	604.50	895.50	40
53106	Office Supplies	3,345.00	.00	3,345.00	.00	.00	707.51	2,637.49	21
53109	Publication&Subscription	1,181.00	.00	1,181.00	326.58	.00	567.87	613.13	48
53136	Non-CIP Less than \$5000	.00	.00	.00	.00	.00	.00	.00	+++
53140	Gasoline, Oil & Antifreez	600.00	.00	600.00	.00	.00	.00	600.00	0
53147	Community Gardens Exp	.00	.00	.00	.00	.00	.00	.00	+++
54101	Conference Fees & Trainin	525.00	.00	525.00	.00	.00	.00	525.00	0
54102									
54102	Training Mile,Meals,Lodge	599.00	.00	599.00	.00	.00	.00	599.00	0
54102.262	AG & EXTENSION Ag & Extension	1,052.00	.00	1,052.00	.00	.00	119.02	932.98	11
54102.04211	Taxable Meals Taxable Meals	.00	.00	.00	.00	.00	.00	.00	+++
	54102 - Totals	\$1,651.00	\$0.00	\$1,651.00	\$0.00	\$0.00	\$119.02	\$1,531.98	7%
54201	Committee Conf & Training	120.00	.00	120.00	.00	.00	.00	120.00	0
55101									
55101.100	IS Chgs-General Fd General Fund	800.00	.00	800.00	.00	.00	.00	800.00	0
	55101 - Totals	\$800.00	\$0.00	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	0%
55106	Printing	1,000.00	.00	1,000.00	.00	.00	78.46	921.54	8
55107	Leased Copying	4,500.00	.00	4,500.00	459.14	.00	1,308.73	3,191.27	29
55302	Fringe Bene Allocation	.00	.00	.00	.00	.00	.00	.00	+++
58104	Risk Mngmnt Education Grn	.00	.00	.00	.00	.00	.00	.00	+++
59124	Misc Expense	.00	.00	.00	.00	.00	.00	.00	+++
59142	Youth Coordinator Contr	.00	.00	.00	.00	.00	.00	.00	+++
59153									
59153	Operational Travel Exp	5,000.00	.00	5,000.00	228.85	.00	324.30	4,675.70	6
59153.04211	Operational Taxable Meals Taxable Meals	.00	.00	.00	.00	.00	.00	.00	+++
	59153 - Totals	\$5,000.00	\$0.00	\$5,000.00	\$228.85	\$0.00	\$324.30	\$4,675.70	6%
69901	Capital Outlay	.00	.00	.00	.00	.00	.00	.00	+++
	Sub-Department 5108 - U. W. Extension Totals	\$244,077.00	\$0.00	\$244,077.00	\$4,197.58	\$0.00	\$34,259.36	\$209,817.64	14%
	Department 30 - U.W. Extension Totals	\$244,077.00	\$0.00	\$244,077.00	\$4,197.58	\$0.00	\$34,259.36	\$209,817.64	14%
	EXPENSE TOTALS	\$244,077.00	\$0.00	\$244,077.00	\$4,197.58	\$0.00	\$34,259.36	\$209,817.64	14%

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd
Fund 100 - General Fund	Totals								
	REVENUE TOTALS	.00	.00	.00	.00	.00	2,352.25	(2,352.25)	+++
	EXPENSE TOTALS	244,077.00	.00	244,077.00	4,197.58	.00	34,259.36	209,817.64	14%
Fund 100 - General Fund	Totals	(\$244,077.00)	\$0.00	(\$244,077.00)	(\$4,197.58)	\$0.00	(\$31,907.11)	(\$212,169.89)	
Grand Totals									
	REVENUE TOTALS	.00	.00	.00	.00	.00	2,352.25	(2,352.25)	+++
	EXPENSE TOTALS	244,077.00	.00	244,077.00	4,197.58	.00	34,259.36	209,817.64	14%
	Grand Totals	(\$244,077.00)	\$0.00	(\$244,077.00)	(\$4,197.58)	\$0.00	(\$31,907.11)	(\$212,169.89)	