

2007

Northeast Extension Directors'
Award of Excellence

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Award of Excellence

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Hyatt Regency
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The Northeast Extension Directors' Recognition Committee

A special thanks to:

William Hare, University of District of Columbia
Nancy Garrabrants, University of Massachusetts
Richard Rhodes, University of Rhode Island
Albert Essel, Delaware State University
Mary Jane Willis, Rutgers University

for their service on this committee.

Please note that all criteria are not equally weighted

The Northeast Region

Cornell Cooperative Extension

Penn State University

Rutgers University

University of Connecticut

University of District of Columbia

University of Delaware

University of Maine

University of Maryland

University of Massachusetts

University of New Hampshire

University of Rhode Island

University of Vermont

West Virginia University

- 1. ISSUE & SITUATION.** Presents clearly the needs/situation of the issue addressed. Why is the issue important and what was the situation prior to the implementation of the program?
- 2. STAKEHOLDERS & INPUT.** Identifies audiences/customers/stakeholders, and clearly describes the process(es) used to obtain their input into program development and implementation. Who does the program target, and how was their input obtained?
- 3. EXTENSION FOCUS & RESEARCH BASE.** Emphasizes the Cooperative Extension outreach education focus of the program, while presenting the key research and/or experiential learning upon which the program is based. A brief bibliography citing key references used in developing the program should be listed on page 4, if needed.
- 4. MULTIDISCIPLINARY & COLLABORATIVE COMPONENTS.** Presents the key multi-disciplinary components and collaborations/partnerships needed for success of the program. Explains the key role of each to the program. Do not just list disciplines, collaborators and partnerships without a statement of why/how they were important to the program.
- 5. INNOVATIVE APPROACHES IN FUNDING SOURCE & EDUCATIONAL PROGRAM DELIVERY.** Describes innovative approach(es) used to effectively address the issue. Clearly explains why the approach, method, funding source, program, etc. is viewed as innovative. Note: While innovation is strongly encouraged, and will be considered in the ratings, all program proposals submitted that show significant impacts/outcomes/results will be considered for an award.
- 6. IMPACTS ACHIEVED.** Identifies the evaluation methods used and clearly presents the significant impacts, outcomes and results achieved by the program in addressing the issue.
- 7. SCHOLARLY PRODUCTS DEVELOPED.** Presents the scholarly products developed for use by clientele and peers in support of the program. Scholarly products developed may include, but are not limited to: journal articles, magazine articles, education manuals, fact sheets, new curricula, new web sites, videotapes, CD-ROMs, DVD, etc.
- 8. MULTI-STATE AND/OR INTEGRATED EXTENSION/RESEARCH COMPONENT(S).** Describes the multi-state and/or integrated extension and research component of the program. Discusses and documents the added value of such an approach to achieving impacts, outcomes and results.

Award of Excellence Nominee

Kick it Up With Nutrition

University of Delaware

Team Leader:

Sue Snider, Ph.D.
Professor/Food Safety and Nutrition Specialist
Department of Animal and Food Sciences
snider@udel.edu

Team Members

-Kathleen Splaine, Family and Consumer Science Educator, University of Delaware Cooperative Extension
-Deanna Brown, Family and Consumer Science Educator, Delaware State University
-Dr. Nancy Cotugna, Professor of Nutrition, University of Delaware

Abstract

Kick it Up With Nutrition was developed to address the growing concern about obesity in children and adolescents in Delaware. The curriculum focuses on healthy food choices rather than on weight. The goals are to increase the following among middle school students (ages 10 to 13): physical activity, breakfast consumption, healthy choices at fast food establishments, consumption of fruits and vegetables, and meals eaten with adults. Each of the five lessons provides tools for young people to eat more healthfully and be more active. Each lesson entails an educational topic taught in a hands-on manner, a fun physical activity, and preparation and sampling of a healthy recipe that relates to the lesson. Based on pre/post questionnaires, middle school students showed significant improvement in the following areas: using MyPyramid, eating more fruits, eating more vegetables, getting 60 minutes of physical activity, and eating breakfast.

About the Award of Excellence

The Northeast Extension Directors' Award of Excellence is the highest award presented by the Directors of Extension in the northeast. It recognizes Extension outreach education programming that has achieved outstanding accomplishments, results and impacts in addressing contemporary issues in the 12 northeastern states and the District of Columbia. The award may be given annually to recognize up to three programs, which represent the work of an individual or multidisciplinary team within a state or multistate program. Honorable mention awards may be granted if deemed warrant by the committee. Integrated research/extension efforts are strongly encouraged.

Awards are announced at an annual meeting of the Northeast Extension Directors at which time the recipients have an opportunity to share their program/project.

A commemorative plaque is presented. A monetary award of \$1000 is deposited at the respective institution of the Award of Excellence Winner to be used to advance the work of the program/project, career advancement, or professional

The Process

The Northeast Recognition Committee oversees the Awards Program by soliciting nominations and applications from the region's Extension systems. The nominations request, their submission, and their review by the committee are conducted through telecommunications and electronic technology.

2007 Award of Excellence Recipient

Internet Center for Wildlife Damage Management (ICWDM)

Cornell University Cooperative Extension

Team Leader:

Paul Curtis, Associate Professor
Department of Natural Resources,
Cornell University
pdc1@cornell.edu

Team Members

-Raj Smith, Extension Web Programmer, Dept. of Natural Resources, Cornell University
-Scott Hyattstrom, Professor, School of Natural Resources, University of Nebraska
-Stephen Vantassel, Web Project Coordinator, School of Natural Resources, University of Nebraska
-Greg Yarrow, Associate Professor, Dept. of Aquaculture, Fisheries, and Wildlife, Clemson University
-Robert Schmidt, Associate Professor, Department of Fisheries and Wildlife, Utah State University

Abstract

Paul Curtis has been a key leader of a highly effective multi-state collaboration that assembles and distributes comprehensive information on wildlife damage management. The partnership's flagship effort is the Internet Center for Wildlife Damage Management (<http://icwdm.org>), a consumer-oriented, user-friendly Web site that helps communities address wildlife damage management issues by delivering research-based information and practical approaches. ICWDM's "Prevention and Control of Wildlife Damage" has saved an estimated \$220 million in resources and \$210 million in labor annually. As ICWDM's presence continues to grow, its leadership team anticipates these online efforts will generate even greater impact.

Curtis worked with Stephen Vantassel of the University of Nebraska-Lincoln to form the Wildlife Damage Management Community of Practice (CoP), a knowledge sharing virtual community that is one of the most fully developed content areas available on eXtension to date. The Wildlife Damage Management CoP serves as a strong eXtension model for cutting-edge information delivery.

Abstract

The Natural Resource Business Institute (NRBI) teaches participants the fundamentals of developing a viable farm or forestry business in New Hampshire. During thirteen weekly evening sessions, participants create a business operating plan that addresses human and natural resources, equipment and facility needs, biological systems, product and service marketing, enterprise profitability, business financing, and legal concerns. Participants also learn how government agencies and financial institutions work with farm and forestry business ventures while networking with natural resource advisors, technical experts, and successful entrepreneurs.

Following its development during 2005 and 2006, the first Natural Resource Business Institute was offered in the spring of 2007. A second session was offered in the fall of 2007. The NRBI team plans to continue the program through 2011. This multidisciplinary program provides an opportunity for its participants to address critical elements of successful, resource-based businesses.



Award of Excellence Nominee

Natural Resource Business Institute

University of New Hampshire

Team Leader:

Michael Scialabarrasi, Extension Professor,
Agricultural Business Management
UNH Campus, Durham (project leader)
Mike.Scialabarrasi@unh.edu

Team Members

-Julie Brussell, Agricultural Resources Program Leader, UNH Campus,
Durham, NH (administrative contact)

-Summer Dole, Extension Educator, Forest Resources, Belknap County
Extension Office, Laconia, NH (now retired)

-Nadia Haddad, Extension Educator, Agricultural Resources, Rockingham
County Extension Office, Brentwood, NH

-George Hamilton, Extension Educator, Agricultural Resources, Hillsbor-
ough County, Extension Office, Goffstown, NH

-Kathy Jablonski, Extension Educator, 4-H Youth Development, Grafton
County Extension Office, North Haverhill, NH

-Michael Lunak, Extension Assistant Professor, Dairy, Grafton County
Extension Office, North Haverhill, NH

-Geoffrey Njue, Extension Educator, Agricultural Resources, Strafford
County Extension Office, Dover, NH

-Amy Ouellette, Extension Educator, Agricultural Resources & Environ-
mental Stewardship, Belknap County Extension Office, Laconia, NH

-Marilyn Sullivan, Extension Educator, Family & Consumer Resources,
Merrimack County, Extension Office, Roscawen, NH

-Steve Turaj, Extension Educator, Agricultural Resources, Coos County
Extension Office, Lancaster, NH

1. Issue & Situation.

Nearly all segments of society experience problems with wild-
life. Agricultural producers lose an estimated \$4.5 billion dollars
each year due to crop damage caused by deer, voles, blackbirds, and
other wildlife species. Row crops, forages, rangeland, fruits, vegeta-
bles, ornamentals, turf and livestock are all susceptible to damage by
wildlife at various stages of production. People who inhabit urban
and suburban areas endure significant damage and nuisance prob-
lems caused by bats, deer, mice, pigeons, rabbits, skunks, snakes,
squirrels, and other creatures. In addition, over 75,000 people are
injured annually or become ill due to wildlife-related incidents.

In an effort to help communities address the threats that
wildlife poses to public health and safety and economic vitality,

Curtis partnered with other land grant university researchers to de-
velop the Internet Center for Wildlife Damage Management
(ICWDM), an online clearinghouse of research-based Extension in-
formation for communities addressing wildlife damage issues. The
ICWDM, a non-profit, grant-funded site, seeks to:

- A) Foster greater public awareness of wildlife damage
problems, impact and cost-effective management strategies
- B) Improve public access to agencies, organizations, consultants
and vendors that provide information, materials and
assistance with wildlife damage management
- C) Enhance communication among resource professionals
associated with wildlife damage management on the Internet
- D) Increase adoption of Integrated Pest Management (IPM)
strategies and alternative pest management practices by
producers, homeowners and commercial pest management
professionals.

Prior to the creation of the ICWDM, there was no single
source of national (and international) information available on the
Web for resolving human-wildlife conflicts. In the last year, with
Smith-Lever support, Curtis and Smith completely revised the
Cornell Department of Natural Resources Wildlife Control Informa-
tion Web site (<http://wildlifecontrol.info/Pages/default1.aspx>). Cur-
rently, the ICWDM currently hosts three wildlife damage manage-
ment national Web sites.

Award of Excellence Nominee

On Farmer's Ground: a Collaborative Local Water Quality Initiative

University of Vermont Extension

Team Leader:

Dr. Heather Darby,
Agronomic and Nutrient Management Specialist
Heather.Darby@uvm.edu

Abstract

The overall goal of this program is to decrease agricultural nonpoint source nutrient and pathogen pollution, specifically P, to the Lake Champlain Basin, to promote a healthy and diverse ecosystem and provide for sustainable human use, as well as minimize the risks to humans from water-related health hazards. Approximately, 92 % of the total phosphorus loads to this watershed is contributed from nonpoint sources, including nutrients and sediments eroded from agricultural land. The University of Vermont Extension in collaboration with multiple local organizations has collaborated to increase farmer awareness and adoption of nutrient management practices by acting on new knowledge gained through farmer to farmer networking, nutrient management plan (NMP) development, and on-farm demonstration. Providing farm operators with nutrient management education to create and implement plans has reduced nonpoint source nutrient and pathogen pollution into the Lake Champlain Basin.



2. Stakeholders & Input.

The ICWTDM partnership assessed stakeholders' needs through the ICWTDM monthly e-Zine (<http://icwdm.org>), reviews by extension educators, and online surveys. A dynamic, virtual resource, the ICWTDM continues to assess its audiences and implement new Web delivery strategies. For example, in their ongoing outreach to e-Zine users, the ICWTDM asks for monthly feedback and since 2004 has added new elements to the site, including a wildlife damage inspection key, animal handling information, an ask the expert resource and a royalty free image library.

As part of its scoping process, the ICWTDM included extension educators who have considerable experience in wildlife damage management and extension programming at the local, county and state levels (currently Dennis Ferraro, Nebraska; Lynn Graband, New York; and Nicki Frey, Utah). The partnership also included Lauri Paulik and Diana Dwyer, both from the United States Department of Agriculture (USDA) National Wildlife Research Center, as reviewers and coordinators of the image library. The ICWTDM consulted with Emily Zelinski-Cutierrez, US Centers for Disease Control and Prevention, on wildlife diseases. It consulted with and included other representatives from diverse agencies and organizations (The Wildlife Society, Berryman Institute for Wildlife Damage Management, National Animal Damage Control Association, National Wildlife Control Operators Association, Vertebrate Pest Council, Northeast Wildlife Damage Management Research and Outreach Cooperative, and state wildlife management agencies) regarding design, content and financial support. State wildlife management agencies provided information on licensing and certification procedures for wildlife control operators. The partners also solicited product reviews from a diverse group of agricultural producers, homeowners, community leaders, business managers, material vendors, service providers and other members of the general public.

3. Extension Focus & Research Base.

The ICWTDM was developed as a delivery tool for research-based extension information. The collaboration of four land-grant university researchers provides a scientifically-based platform for the project. The Northeast Wildlife Damage Cooperative (<http://wildlifecontrolinfo.norwdm.org/Pages/default.aspx>), a consortium of state and federal agencies and universities in the 13 Northeast states, contributes a current body of research and practical experience that informs the ICWTDM.

Award of Excellence Nominee

Horse Environmental Awareness Program (HEAP)

University of Connecticut

Team Leader:

Dr. Jennifer Nadeau
Equine Extension Specialist and Associate Professor
jennifer.nadeau@uconn.edu

Team Members

-Chip Beckett, Past President, Connecticut Horse Council
-Mark Cummings, King's Mark Resource Conservation & Development
-Joe DeFazio, Environmental Analyst, Fairfield Soil & Water Conservation District
-Carol Donozella, Community Planner

Abstract

The Connecticut Horse Environmental Awareness Program is a coalition of federal, state, and local agencies and others interested in educating horse owners about how to protect the environment. Partners include the University of Connecticut Cooperative Extension System, University of Connecticut Department of Animal Science, Connecticut Horse Council, Soil and Water Conservation Districts, Connecticut Farm Bureau, Connecticut Department of Environmental Protection, Connecticut Water Company, Connecticut Department of Agriculture, USDA Natural Resources Conservation Service, and King's Mark Resource Conservation and Development. The program has accomplished many goals since its formation including producing two manure management videos; holding six workshops; developing the "Horse Farms of Environmental Distinction" awards program; creating best management practices fact sheets; developing a HEAP website (<http://heaptnt.ct.nrcs.usda.gov/horse/>); sponsoring educational displays; writing numerous articles for equine publications, newsletters, and local newspapers; installing BMP's at Harkness State Park in Waterford, CT for a demonstration site, and much more. The Connecticut Horse Environmental Awareness Program has been found to be an effective way to encourage horse owners to adopt changes in practices.

4. Multidisciplinary & Collaborative Components.

Four extension wildlife specialists with long-term experience in human-wildlife conflicts developed the site. Scott Hygnstrom (University of Nebraska), Paul Curtis (Cornell University), Greg Yarrow (Clemson University) and Robert Schmidt (Utah State University) developed the initial concept and proposal for developing the ICWDM. Much of the content delivery and Web site construction occurred at the University of Nebraska (Hygnstrom) and Cornell (Curtis). In addition to his role as a key partner in the ICWDM initiative, Curtis:

- * Developed curriculum for Wildlife Control Operators
- * Supervised reformatting the entire Web site from outdated databases to a more flexible and searchable HTML format
- * Assisted in the development of the ICWDM glossary
- * Provided photos for the image library
- * Helped to develop the ICWDM online store

Schmidt contributed online courses and assisted with Web site evaluation. Yarrow helped obtain regional funding and contributed to development and design. The entire team provided the broad background and perspective needed for national program delivery.

5. Innovative Approaches In Funding Source & Educational Program Delivery.

Through collective leadership, the ICWDM advances the use of cutting-edge technology to structure and deliver Web content. The Web site includes the following synthesized and peer-reviewed content:

- A) "How-to" guides on damage identification and prevention and control techniques for over 70 species of wildlife
- B) Links to equipment and service providers, online training courses, state and federal agency contact information, Cooperative Extension publications from 40 universities and professional organizations
- C) A monthly e-Zine and periodic newsletters; databases and clearinghouses
- D) A comprehensive section on wildlife diseases
- E) Online resource publications, including "Prevention and Control of Wildlife Damage" and "Best Practices for Nuisance Wildlife Control Operators Training Manual"
- F) Information on policy, laws, regulations and guidelines
- G) A thorough, four-color image library

Award of Excellence Nominee

Delaware 4-H's Power of Youth

University of Delaware Cooperative Extension

H) A fully searchable database of over 1,000 full text articles or abstracts from the proceedings of the Vertebrate Pest, Bird Strike, Eastern, Great Plains, and recently combined Wildlife Damage Management Conferences.

The ICWDM showed a great deal of innovation in garnering support from multiple Integrated Pest Management (IPM) regions for a single national project. Prior to 1996, the National IPM program had rarely funded wildlife control projects; most IPM funds are directed to insects, weeds, and diseases of crops or ornamentals. Funding development of a wildlife damage web site was a new venue for IPM program delivery in the mid-1990s.

In 1995, the partners secured funding (\$42,000) from the USDA Cooperative State Research, Education, and Extension Service (CSREES) IPM Regional Competitive Grants Program to develop a clearinghouse for all information on wildlife damage management on the World Wide Web. In 2004, they secured funding to revise, expand, and maintain the clearinghouse. The ICWDM launched its new site (<http://ICWDM.org>) in 2005 and in particular, the team's effort targeted improvements in the site visibility, utility and ease of use and impacts. The partners acquired additional funding (\$60,000) to become one of the eight pioneering eXtension Communities of Practice (CoP), revising their on-line format to deliver content via eXtension as the Wildlife Management CoP (<http://www.extension.org/wildlife+damage+management>).

6. Impacts Achieved.

The ICWDM's "Prevention and Control of Wildlife Damage" effort has saved an estimated \$220 million in resources and \$210 million in labor annually. Measures of impact include: 60,000 visitors per year (1.6 million hits) include users from commercial industry (22%), networks (22%), educational institutions (17%), government institutions (2%), military facilities (2%), and nongovernmental organizations (1%); users from over 40 different countries visit the site each month; the site ranks as number one in Google, Yahoo and MSN Internet searches on "wildlife damage"; 770 state and federal agencies, private businesses and organizations link to the ICWDM site; and 325 wildlife businesses from 43 states and provinces have placed entries in the vendors directory.

Team Leader:

Joy G. Sparks, State Program Leader

4-H Youth Development

jgsparks@udel.edu

Team Members

-Mary Argo, Sussex 4-H Youth Educator, Georgetown

-Doug Crouse, Kent County 4-H Youth Educator, Dover

-Katie Daly, New Castle County 4-H Youth Educator, Newark

-Mark Manno, State 4-H Specialist, Newark

-Rhonda Martell, 4-H Youth Educator, Military Project, Dover

-William McGowan, Sussex Community Development Educator,

Georgetown

-Maria Pappalardo, New Castle PCS Educator, Newark

-Harry Thayer, State 4-H Leader, Delaware State University, Dover

Abstract

Fifteen Issues Forums have been held throughout Delaware since 2006, targeting five rural communities. Youth adult partnership committees plan and facilitate forums to solve local issues. Teams are able to become more familiar with local decision making processes and improve their leadership skills. Adult participants are able to recognize the creative solutions that youth can bring to the table in discussing and developing solutions to improve important issues. Each team develops and implements an action plan to address the issue using a \$2000 mini-grant. A variety of impacts have been observed. Funding for this project is from National 4-H Council, through a USDA Economic Development grant.

Award of Excellence Nominee

The Delaware Nutrient Management Certification Program

University of Delaware Cooperative Extension

Team Leader:

Dr. Dave Hansen
Extension Program Leader for Agriculture and Natural Resources
Elbert N. & Ann V. Carvel Research and Education Center
dhansen@udel.edu

Team Members

-Dr. Greg Binford, Associate Professor, Soil and Water Quality
-Dr. Dave Hansen, Associate Professor, Soil and Environmental Quality
-Department of Plant and Soil Sciences, University of Delaware

Abstract

In the late 1990's, a series of events related to water quality led to the passage of a state nutrient management law in Delaware. This new law required nutrient management planning and established a state certification program for nutrient users in the agricultural and non-agricultural sectors. Extension Nutrient Management Specialists from University of Delaware Cooperative Extension led development and delivery of this program. The law requires affected individuals to attend between six and 12 credits (hours) of nutrient management certification classes. These classes focus on the specific requirements of the law, the relationship between nutrients and water quality, and best management practices for storing and applying nutrients. Since January 2001, more than 2700 individuals have attended certification classes. Response to the certification program was overwhelmingly positive, which set the stage for an effective program that addresses important environmental issues in the state.

7. Scholarly Products Developed.

As one of several principal collaborators, Paul Curtis contributed to two ICWDM presentations and two ICWDM publications for the Vertebrate Pest Conference in 1996 and 2004 and presented again at the Vertebrate Pest Conference in 2006 following the Web site revision. In addition, Curtis has served in a leadership capacity with his colleagues on national committees, working groups and associations and has worked in concert with partners to host meetings and symposia on wildlife damage management.

8. Multi-State And/Or Integrated Extension/Research Component(s).

The ICWDM Web site has been a multi-state collaboration from the beginning. As a result of leadership from Paul Curtis and his research partners from three other land-grant universities, the ICWDM is a unique and far-reaching national, multi-state effort to increase public awareness of human-wildlife conflicts and sources of information and assistance for dealing with wildlife damage management problems. The NE Wildlife Damage Management Cooperative, a consortium of the 13 NE states, regards the Cornell Department of Natural Resources Wildlife Control Information Web site (<http://wildlifecontrol.info/Pages/default.aspx>) as the best location for New York State and Northeast regional information.



2007 Award of Excellence Recipient

2007 New Jersey Equine Economic Impact Study

Rutgers, The State University of New Jersey

Team Leader:

Karyn Malinowski, Ph.D.
Director of the Rutgers Equine Science Center
Administrative Services Building II
malinowski@equines.rutgers.edu

Team Members

-Paul Gaultier, Associate Professor, Department of Agricultural, Food and Resource Economics, New Jersey Agricultural Experiment Station (NJAES)
-Karyn Malinowski, Director, Rutgers Equine Science Center, NJAES
-Brian Schilling, Associate Director, Food Policy Institute (FPI), NJAES
-Diana Orban Brown, Director of Communications, Equine Science Center, NJAES
-Kevin Sullivan, Institutional Research Specialist, NJAES
-David Tulloch, Associate Professor, Department of Landscape Architecture and Center for Remote Sensing and Spatial Analysis, NJAES
-Lori Casclano, Graphics Specialist, Office of Communications, NJAES

Abstract

The 2007 New Jersey Equine Economic Impact Study exemplifies the power of teamwork in leading and accomplishing a mission critical to an important New Jersey industry and answering the needs of stakeholders, while at the same time leveraging funds, demonstrating ingenuity and entrepreneurial initiative, and engaging a significant segment of the populace in a common goal. The accomplishment of this program brought enormous positive attention to Rutgers, the School of Environmental and Biological Sciences, and the New Jersey Agricultural Experiment Station. The research study was designed to provide a comprehensive picture of the impact of the horse industry on the economy of New Jersey, on traditional agriculture, and on the preservation of working agricultural land and open space. In addition, it incorporated an Extension focus that ensures the final report and accompanying DVD continues to be circulated among policy makers and opinion leaders throughout the state.

Marland Sea Grant

-Doug Lipton, Program Leader, Marine Economic Specialist, Ag. & Res. Econ., College Park
-Jack Greer, Asst. Dir. for Communications, College Park, MD
-Vicky Carrasco*, Coastal Communities Specialist, Ag. & Res. Econ., College Park

UMD Facilities Management

-Bill Mallart, Manager, College Park

-Carol Hearle, Campus Environmental Planner, College Park

Institute for Governmental Service and Research

-Robin Parker-Cox, Director, College Park

Abstract

The CLUE Network is a coordinated effort that relies upon a multidisciplinary resource base to offer their collective expertise to Maryland communities facing growth and economic challenges. This program includes specialists in science, finance, planning, economics, land use, and water quality to develop a strategy for developing an effective network of support to meet community-driven needs. The ultimate goal of the CLUE program is to prepare communities to take a proactive approach to manage growth and confront land-use issues for long-term sustainability.



Award of Excellence Nominee

CLUE: Collaborative for Land Use Education Network

University of Maryland Cooperative Extension

Team Members

Morland Cooperative Extension

-Dave Almqvist, AGNR Senior Agent/County Extension Director, Cecil County

-Anne DeMarsay, Regional Extension Specialist, CMREC (Upper Marlboro, MD)

-Jonathan Kays, AGNR Regional Extension Specialist, WMREC (Keedysville, MD)

-Leri Lynch, Associate Professor and Extension Specialist, Ag. & Res. Econ., College Park

-Tom Miller, Regional Extension Director, Wye Res. & Edu. Center

-Bob Tjaden, AGNR Extension Program Leader, College Park, MD

National Center for Smart Growth Research and Education

-Judy Brown, Director of Education, Outreach and Training
College Park, MD

-John Freese, Associate Director, College Park, MD

-Gerrit Knapp, Director, College Park, MD

Harry R. Hughes Center for Agro-Ecology

-Jennifer Disinger, Communications and Outreach Coordinator, Wye Res. & Edu. Center

Environmental Finance Center

-Joanne Thrope, Assistant Director, College Park, MD

Landscape Architecture Program

-Shenglin Chang, Associate Professor, College Park, MD

-David Myers, Associate Professor, College Park, MD

Mid-Atlantic Regional Water Program

-Tom Simpson, Professor and Regional Coordinator, College Park

-Daphne Pee, Mid-Atlantic Water Quality Liaison, College Park

1. Issue and Situation

In New Jersey, where the horse is the state animal, the equine industry is invaluable as a major factor in retaining agricultural acreage as open space. Although horse owners do not market their product by the bushel, pound, or cubic foot, horses are bred, raised, bought and sold in the Garden State like any other agricultural commodity. However, the future of New Jersey's equine industry is in jeopardy as the racing industry faces serious challenges from competition from other gaming options; both in and out of state. The reality is that the equine "industry" is not perceived to be an industry at all. Because of its diversity, the horse industry has many factions which do little to communicate and unify their voices. Hence, key agency leaders and the New Jersey legislature find it hard to respond to an industry which sends so many mixed messages.

In 2003, The Equine Science Center hosted the first ever racing industry roundtable to begin the process of attempting to unify this very diverse industry. There also existed the need for science-based information to document the socio-economic importance of the New Jersey equine industry and to develop the tool-kit needed to educate residents of the state, including policy decision makers about its value. The Equine Science Center was approached in 2006 by legislators, organizations, and individuals to take the lead on an equine economic impact study, which was considered essential to the discussions of the future of the horse industry, particularly racing, in the Garden State. The previous horse industry statistics had been gathered in 1986 and 1996 and were considered hopelessly out of date and irrelevant to current deliberations.

2. Stakeholders and Input

The Equine Science Center holds an annual stakeholder meeting which includes a broad sweep of representation from the many sectors of this highly diverse industry, faculty and students. A key issue identified since 2003 was the need to ensure the future of the horse industry in New Jersey. The Center and the Department of Agricultural, Food and Resource Economics (DAFRE) answered the call with a proposal to manage the economic impact study. The 2007 New Jersey Equine Economic Impact Study exemplifies the power of teamwork in leading and accomplishing a mission critical to an important New Jersey industry and answering the needs of stakeholders, while at the same time leveraging funds, demonstrating ingenuity and entrepreneurial initiative, and engaging a significant segment of the populace in a common goal.

Award of Excellence Nominee

Connecticut Geospatial Technology Program

University of Connecticut

Team Leader:

Michael (Sandy) Priske, DES
Geospatial Extension Specialist
Middlesex County Extension Center
sandy.priske@uconn.edu

Team Members

-Emily Wilson, DES, Associate Extension Educator,
University of Connecticut
-Aed Stoecker, DES, Assistant Extension Educator,
University of Connecticut
-Michael Altschul, Department of Natural Resources Management and
Engineering, Geographic Information Systems Specialist,
University of Connecticut
-Cary Chadwick, DES, Research Assistant II, University of Connecticut

Abstract

The Connecticut Geospatial Technology Program develops and delivers original hands-on technology training and outreach education on the applications and uses of geographic information systems (GIS), the US global positioning system (GPS) and remote sensing. The program, initiated in 2001, has grown into a core program of the Center for Land Use Education and Research. Annually, the program provides hands-on training to over 200 individuals from municipal, regional and state government, academia, non-profits and the general public. Program staff also participate as subject area experts offering geospatial outreach education at numerous forums and venues in Connecticut, the northeast and nationally. Team members, in leadership roles, facilitate communications among geospatial professionals in the state through the Connecticut GIS User to User Network and the Connecticut Geospatial Council and also actively participate in two national efforts: Map@Syst, an eExtension community of practice, and the National Geospatial Technology Extension Network.

3. & 4. Extension Focus and Research Base/ Multidisciplinary and Collaborative Components

A team was assembled from DAFRE, the Food Policy Institute (FPI), NIAES, the Equine Science Center, the Grant F. Walton Center for Remote Sensing and Spatial Analysis, and the U.S. Department of Agriculture's National Agricultural Statistics Service (NASS). This was a truly integrated program in that the team was made up of Extension faculty and staff and research faculty and staff from the Rutgers School of Environmental and Biological Sciences and the New Jersey Agricultural Experiment Station. The team met weekly to ensure that the research outcome would result in a product that would be delivered to key stakeholders and the general public in a variety of extension delivery modes. Impact was measured by increased awareness of the importance of the equine industry by both the general public and key policy decision makers statewide.

While NASS is considered the "gold standard" in data-gathering, the Equine Economic Impact Study posed several challenges that required exceptional teamwork. First, it was intended to be more than a census or head count. Second, it needed to gather information from horse owners who keep their animals at a variety of locations, such as their own farms, at boarding facilities, or in so-called "backyard" situations that don't qualify as farms in other agricultural surveys. Third, it needed to take into account the importance of various kinds of suppliers to the horse industry, racetracks, and similar operations. Fourth, it had to quantify the amount of open space that could be attributed to the existence of a horse industry in New Jersey, including working hay farms, which had never been included in other equine surveys. Finally it needed to address an industry whose practices and terminology are highly specific and, therefore, posed a sharp learning curve for the data gatherers and analysts. Therefore, this 2007 study was exceptionally innovative, ground-breaking and advanced well beyond previous work done in New Jersey and elsewhere.

The NASS survey was crafted with the expertise of the Equine Science Center team in close cooperation with the executives and staff of NASS. The DAFRE and NIAES economists took the lead in the extensive data analysis that this project required. The Equine Science Center led the training sessions for the NASS enumerators. In addition, DAFRE and FPI members examined other means of gathering and cross-checking data to provide the essential comprehensive picture. For example, they looked at farmland assessment data and

Award of Excellence Nominee

Youth Development Practitioner Apprenticeship (YDPA) Project

University of Vermont

Team Leader:

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Team Members

-Richard LeVitre, Extension Associate Dean, Colchester, VT
-Sarah Kleinman, State 4-H Coordinator, Burlington, VT
-Diane Mircher, Extension Nutrition Specialist, Middlebury, VT

Abstract

The *Best Practices* identified to promote engagement in learning for our 4-H youth audience are the same to consider when crafting quality education for adult learners, youth development workers and/or 4-H volunteers. To be meaningful, learning must effectively connect to the learners' interests and personal experiences, capturing their intrinsic motivation and making the value of the learning easy to recognize. Vermont's YDPA Project engaged the 4-H Educators in learning that encapsulated these elements, building their capacity to plan, implement and evaluate quality educational programming for program youth and volunteers.



at other studies of livestock and hay and grain production. They tapped the GIS capabilities of the Walton Center to do aerial analysis of known equine hot spots in New Jersey to determine whether equine operations are identifiable through means other than mail and ground surveys. They consulted extensively with in-house experts, including county agents and state specialists to fine-tune their algorithms connecting number of head, feed consumed, and land used to grow feed.

In February 2007, NASS delivered survey data and the economic impact assessment process began. At the same time, individual economic impact data was procured from the four New Jersey racing venues. Using IMPLAN, a recognized and respected economic modeling software, the direct and indirect economic impact of the horse industry and its various components was estimated. At the same time, the land-use and open space benefits provided by and for the equine industry was calculated.

As a means of putting a "face" on the statistics and to provide an additional dimension to the study, the Equine Science Center engaged and managed a video crew that interviewed individuals involved in the horse industry. Each had a special story to tell about how the horse industry impacts his or her life and livelihood and makes a difference in the quality of life in New Jersey. The video was also successful at communicating key statistical findings.

The NJAES Office of Communications assigned its graphics specialist to present the completed research data in a meaningful and digestible form for use by a widely-diverse audience of stakeholders, ranging from academicians and governmental officials to lay people merely interested in the depth and breadth of the horse industry in New Jersey.

Extension Focus:

The Equine Science Center also developed and implemented the extensive communications plan, both before and after the data-gathering phase that set this program apart from traditional research assignments. For example, in order to ensure the greatest possible participation in the survey, the Equine Science Center undertook a major promotional campaign that included a press conference, press releases, media interviews, advertising, direct mail and other devices.

Top line data from the study were released at the Horses 2007 educational conference on April 1, 2007, followed by a press conference three days later in the state capitol. The Center produced

a series of press releases on the findings, and coverage of the study appeared in more than 100 newspapers and other outlets nationwide. A graphically exciting full report was written, designed, printed, using the talents of the Office of Communication, and it was distributed widely. The study's statistics continue to be quoted widely by the press, even today.

As a means of putting a "face" on the statistics and to provide an additional dimension to the study, a DVD was produced that interviewed a myriad of individuals involved in the horse industry: the Secretary of Agriculture, the director of the Equine Science Center, a couple who own a horse farm in south Jersey, a veterinarian, a hay farmer, a young female farmer, a real estate agent specializing in horse farms, a horse supply retailer, and a backyard horse owner. Each had a special story to tell about how the horse industry impacts his or her life and livelihood and makes a difference in the quality of life in New Jersey. The video was also successful at communicating key statistical findings.

5. Innovative Approaches in Funding Source and Educational Program Delivery

This program was truly integrated and multidisciplinary in scope demonstrated by the list of collaborating agencies and partners below. The educational program delivery used a variety of methods, including traditional face-to-face town hall meetings, delivery of the educational tool-kit to every legislator in the state, and to the posting of the full report and DVD on the Equine Science Center's website; www.escrtdgers.edu. Because the tool-kit offers the advantage of presenting the data without the necessity of having an "expert" present, there has been considerable positive exposure for the study across the country, making this program a model nationally. Partners: National Agricultural Statistics Service, New Jersey Department of Agriculture, New Jersey Sports and Exposition Authority, Standardbred Breeders and Owners Association of New Jersey, Thoroughbred Breeders Association of New Jersey, Meadowlands and Monmouth Park Racetracks, Freshhold Raceway, and Atlantic City Racecourse.

Funding Source(s): \$150,000 NJAES, \$35,000 NJ Department of Agriculture, \$25,000 NJ Sports and Exposition Authority, \$25,000 Standardbred Breeders and Owners Association of New Jersey, \$25,000 Thoroughbred Breeders Association of New Jersey, and \$15,000 from private individuals.

Bothell, J., & Bothell, S. (Spanish translation by José E. Arce).

(2003). *Henry and Fred learn about lead: A bilingual picture book for children ages 4 to 8*. Hartford: Hartford Health Department. Reprinted by HUD in 2008 and distributed through the National Lead Information Center.

Bothell, J., Gaudio, M.-M., & Mulroy, M. (2003). *How Mother Bear taught the children about lead: A curriculum for Native American children in grades 2 to 4*. Developed for the Penobscot Indian Nation and the Wampanoag Tribe. This curriculum was honored with a 2003 Children's Environmental Health Recognition Award by the U.S. Environmental Protection Agency.

Bothell, J., Mulroy, M., & Gaudio, M.-M. (2000). *Adventures of the Lead Busters Club*. In English and Spanish. A curriculum for grades 1 and 2. Developed with the Hartford Department of Public Health.

8. MULTI-STATE AND/OR INTEGRATED EXTENSION/RESEARCH COMPONENT

As noted above, HEC administers the New England Lead Coordinating Committee, which includes representatives from Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, Vermont, and the region's Native American nations. HEC is currently working with the National Center for Healthy Housing on its training for Extension educators in Alabama, Georgia, Louisiana, Mississippi, and Montana. In addition, HEC materials have been widely throughout the United States.



Adult outreach and scholarly publications

- Bothell, J., & Lindberg, R. (2006). *Don't spread lead: A do-it-yourself guide to lead-safe painting, repair, and home improvement* (2006). Developed with the New England Lead Coordinating Committee. http://www.necox.uconn.edu/documents/Don_t_Spread_Lead_12_5_06.pdf
- Bothell, J., & Gaudio, M.-M. (2005). Preventing lead poisoning. *All Children Considered* (3): 3. <http://www.caur.uconn.edu/all/acc>
- Mulroy, M., Bothell, J., & Gaudio, M.-M. (2004). First steps in preventing childhood lead poisoning: The role of child care practitioners. *Young Children*, March.
- Mulroy, M., & Bothell, J. (2003). Lead poisoning. In P. Anderson, R. Lerner, J. Miller & L. Schiamborg (Eds.), *Human ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-CLIO.
- Mulroy, M., & Bothell, J. (2003). Lead-safe environment. In P. Anderson, R. Lerner, J. Miller & L. Schiamborg (Eds.), *Human ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-CLIO.
- Mulroy, M., & Bothell, J. (2003). Promoting environmental health for young children. In T. Gullotta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion*. New York: Kluwer Academic Publishers.
- Bothell, J., Mulroy, M., & Gaudio, M.-M. (2000). Public service and public health: A university/government collaboration to prevent childhood lead poisoning. *Journal of Higher Education Outreach and Engagement*, 6(1), 31-39.
- Children's materials on lead safety**
- Bothell, J. (2008). Script and teacher's guide for animated video of *How Mother Bear taught the children about lead*. Video for Native American children in grades 2 to 4. Developed for the Penobscot Indian Nation and the Houlton Band of Maliseet Indians. In production.
- Bothell, J. (2004). Text and teacher's guide for *Lead tracker: The quest for lead safety*. An interactive computer game for Native American children in grade 6. Developed for the Narragansett Indian Tribe, with support from the Wampanoag Tribe and the Houlton Band of Maliseet Indians.

6. Impacts Achieved

The New Jersey equine industry, valued at \$4 billion, produces an annual economic impact of \$1.1 billion comprised of the \$647 million spent by New Jersey equine owners and operators of equine facilities and \$502.3 million from racetracks. The industry employs 13,000 persons and generates \$160 million in federal, state, and local taxes. Horses are found on 7,200 facilities in every county statewide. Besides the economic importance of the industry, these 7,200 horse facilities maintain open space of 176,000 acres, and an additional 46,000 acres in non-equine use, to produce hay, grain, and bedding in support of horses. These in turn provide an enhanced quality of life for New Jersey. Horse operations tend to be more sustainable than other types of agricultural businesses, making the horse industry critical to the growth and land-use strategy of the state. Meetings with funders, other stakeholders, legislators and the media have acknowledged the value of the study and of the outreach materials and educational meetings conducted. As the race horse industry negotiates policy with the NJ legislator and the governor's office, regarding its future, the data from this study is being utilized continuously.

7. Scholarly Products Developed

Rutgers Equine Science Center (2007). *The New Jersey Equine Industry 2007: Economic Impact*. New Jersey Agricultural Experiment Station Bulletin and DVD. Rutgers University, New Brunswick, New Jersey.

8. Integrated Research and Extension Program to Ensure Impact

This was a truly integrated program in that the team was made up of Extension faculty and staff and research faculty and staff from the Rutgers School of Environmental and Biological Sciences and the New Jersey Agricultural Experiment Station. The team met weekly to ensure that the research outcome would result in a product, designed to provide a comprehensive picture of the impact of the horse industry on the economy of New Jersey, on traditional agriculture, and on the preservation of working agricultural land and open space; that would be delivered to key stakeholders and the general public in a variety of Extension delivery modes. Impact was measured by increased awareness of the importance of the equine industry by both the general public and key policy decision makers statewide.

2007 Award of Excellence Recipient

Healthy Environments for Children Initiative Lead Program

University of Connecticut Department of Extension

Team Leader:

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Abstract

Lead poisoning is a serious but preventable health problem that affects over 300,000 young children nationwide, putting them at risk for lifelong learning, behavior, and medical problems.

To support the federal goal of eliminating childhood lead poisoning by 2010, the Healthy Environments for Children Initiative has developed educational and outreach programs and materials for various audiences, including childcare providers, teachers, other school personnel, contractors and do-it-yourselfers working in homes that contain lead-based paint, and children. Most of HEC's materials are available in English and Spanish.

HEC has partnered with national, regional, state, and local agencies, nonprofits, community-based organizations, and Native American nations. HEC staff have been invited to consult by the U.S. Environmental Protection Agency, the U.S. Department of Housing and Urban Development, and the National Center for Healthy Housing (most recently, in a project to train Extension educators in southern states to deliver lead-safety training to underserved rural populations).

The HEC team has served on two statewide task forces: (1) to develop a strategic plan to eliminate lead poisoning by 2010, and (2) to plan a program to teach educators about lead poisoning.

7. SCHOLARLY PRODUCTS DEVELOPED

Lead-awareness instructional videos (available online and on CD; soon to be available on DVD):

Don't spend lead: A do-it-yourselfer's guide to preventing lead poisoning (2006). English and Spanish. Developed with the Connecticut Department of Public Health.

Volunteers opening doors: The five keys to lead safety. (2003). English and Spanish. A video for volunteers in housing rehab projects, developed with the Connecticut Department of Public Health.

Curricula and training programs:

Keep it clean: Train-the-trainer program (2004). A train-the-trainer program to help local health departments raise lead-safety awareness among home-improvement store employees, developed with the Connecticut Department of Public Health.

Lead-safe work practices for painting, remodeling, and maintenance. (2000). English and Spanish. A train-the-trainer curriculum, developed with the Connecticut Department of Public Health. Approved by HUD as meeting training requirements for federally funded renovation projects.

Lead poisoning prevention: What childcare providers and families need to know (2000). A train-the-trainer curriculum for Native American tribes of New England, developed for the Narragansett Indian Tribe, RI, and the Housatonic Band of Maliseet Indians, ME. *What you should know about lead poisoning: A resource manual for childcare providers*. (1997) English and Spanish. A train-the-trainer program for childcare providers, with a curriculum for very young children, developed with the Connecticut Department of Public Health.

Websites and web-based courses

Lead education for Connecticut educators (forthcoming). A self-study website for educators, developed for the State Education Resource Center and the State Department of Education.

Keep it clean: Online training for employees of home improvement stores (2006). <http://www.aelcc.uconn.edu/kec.html>

5. INNOVATIVE APPROACHES IN FUNDING SOURCE & EDUCATIONAL PROGRAM DELIVERY

HEC has been innovative in delivering lead-safety information at multiple levels and in reaching out to audiences not previously targeted for lead-safety training: to young children, their parents/guardians, and their teachers; to volunteers in housing programs; and to do-it-yourselfers. HEC has used multiple media: classroom programs, children's books, instructional videos, and interactive web programs. HEC's project funding has come mainly from the Connecticut Department of Public Health, other state agencies, and regional tribes.

6. IMPACTS ACHIEVED

In HEC's area, impacts can best be measured by the use of programs and materials developed. HEC's lead-safe work practices training, which was approved by the U.S. Department of Housing and Urban Development as meeting its requirements for training contractors working on federally funded projects, has been used to train more than 2000 people statewide and has been adapted for use in California.

HEC's videos have been used nationwide. *Don't Spread Lead* has been distributed to more than 2800 programs and individuals throughout the United States. The National Paint and Coatings Association (NPCA) is planning to post it online. This video also serves as the foundation for the recent training program developed by the National Center for Healthy Housing. HEC's earlier video, *The Five Keys to Lead Safety*, served as the foundation for a training developed by NCHH for Habitat for Humanity and is posted on the Habitat for Humanity website.

More than 40,000 copies of the *Don't Spread Lead* instructional booklet have been distributed throughout New England. Agencies in California, Ohio, Michigan, Nevada, and Virginia have requested and been given permission to reprint it. NPCA is working with HEC to translate this booklet into Spanish and to distribute English and Spanish versions nationally.

HEC's children's materials have been adapted for online presentation by the National Institute of Environmental Health Sciences (part of the National Institutes of Health). These materials are the foundation of a new program in New Britain, CT, which has trained about 100 high school students, 35 teachers, and 1000 elementary school students.

1. ISSUE & SITUATION

Lead poisoning is a serious but preventable health problem. It can occur when people swallow or breathe in lead, which damages many of the body's organs and systems, especially the brain and the nervous, cardiovascular, and reproductive systems. Its effects are usually permanent. Lead is especially dangerous to unborn children and children under six years old. Children who have been lead poisoned (as measured by lead in the blood) are at risk for lifelong learning, behavior, and medical problems.

In children, even low levels of lead in the blood are harmful, resulting in reduced intelligence, behavior problems, growth problems, and hearing loss. Moderate levels can also harm the kidneys and liver. Very high levels can cause deafness, blindness, coma, convulsions, and death. Although lead poisoning has declined in recent decades, according to the U.S. Centers for Disease Control and Prevention, more than 310,000 children under the age of six years have blood lead levels high enough to impair their ability to think, concentrate, and learn. While lead poisoning affects every socioeconomic group, poor children living in deteriorating housing are at greatest risk.

Recent news reports have focused attention on lead in toys, but most lead-poisoned children are exposed to lead from old paint in their own homes. Although banned from residential use in 1978, lead paint is still found in some 38 million older homes. Dust from this old paint—from routine wear and tear, maintenance, or renovation—is the primary route of exposure for children. The U.S. Environmental Protection Agency estimates that as many as 8 million renovations annually could generate dangerous levels of lead dust. In 2008, the EPA issued a new rule designed to ensure that contractors who renovate, repair, or paint older homes or child-occupied facilities use lead-safe work practices—that is, work practices that will avoid the creation and spread of dangerous lead dust.

2. STAKEHOLDERS & INPUT

For more than a decade, the Lead Program of the Healthy Environments for Children Initiative (HEC), within the University of Connecticut's Department of Extension, has been developing trainings, train-the-trainer programs, and materials to teach not only contractors, but also parents, educators, childcare providers, property owners, employees of home improvement stores, do-it-

yourselfers, and volunteers in housing-rehabilitation programs, how to prevent lead poisoning. Stakeholder input has been provided by focus groups, input from lead outreach workers and educators from other state and local organizations, reviews by end users and by experts in lead poisoning and outreach, and feedback collected after training sessions. HEC works very closely with the Connecticut Department of Public Health, which provides technical reviews of many HEC materials. Programs and materials developed by HEC for the New England Lead Coordinating Committee, a regional consortium of state and tribal agencies that HEC administrators, depend on input from its steering committee and their stakeholders.

3. EXTENSION FOCUS & RESEARCH BASE

HEC's materials have been based on well-established technical recommendations by EPA, HUD, CDC, and the Connecticut Department of Public Health. HEC's focus and expertise have been on translating difficult technical information into clear, user-friendly programs for various lay audiences—both English- and Spanish-speakers, from professionals to low-literacy adults.

While HEC has long provided lead education and outreach programs to the various audiences noted above in New England, HEC was recently invited to share its expertise with a larger Extension audience. At the request of the National Center for Healthy Housing (NCHH), the HEC team is currently serving as consultants on the development of a train-the-trainer program for Extension educators to teach lead safety to do-it-yourselfers in underserved rural communities in Alabama, Georgia, Louisiana, Mississippi, and Montana. According to NCHH, a key project goal is "to integrate lead-safe work practices and ... training capacity into the Cooperative Extension learning network through training and technical support to more than 50 Extension service agents and program specialists and dissemination of 'best practices' at national conferences." A video written and produced by HEC (*Don't Spend Lead*) forms the basis for this NCHH training, and HEC helped to plan the training, reviewed its various drafts, and reviewed a pilot training. HEC also wrote public service announcements for Extension staff in this program to distribute and reviewed proposed tabletop exhibits.

4. MULTIDISCIPLINARY & COLLABORATIVE COMPONENTS

HEC has both sought out collaborations and been invited to partner with many other agencies because of its expertise in lead poisoning prevention, instructional design, program delivery, and health literacy. At the local level, HEC has collaborated with the Hartford Department of Health and Human Development, the Hartford public schools, and the New Britain public schools to develop materials and deliver programs for students, parents/guardians, and teachers.

At the state level, HEC has developed trainings and materials with and for the Connecticut Department of Public Health (the state's primary lead-poisoning prevention agency), the State Education Resource Center (a resource for teachers), LAMPP (Lead Action for Medicaid Primary Prevention, a housing program), Rebuilding Together (a volunteer group promoting affordable housing), and the Foundation for Educational Advancement (a professional development organization for educators). At the regional level, HEC administers the New England Lead Coordinating Committee (NELCC), organizing regional conferences and meetings (including a joint regional conference with CDC), developing outreach materials, and supporting a regional outreach campaign called Keep It Clean.

At the national level, HEC has reviewed training materials for HUD and EPA and has provided materials to be distributed through the National Lead Information Center. HEC materials have been incorporated into CDC's National Lead Poisoning Prevention training programs. HEC is also working with the National Paint and Coatings Association, an industry group, to translate NELCC's lead-safety instructional booklet into Spanish, to print and distribute English and Spanish versions of the booklet, and to post HEC's instructional video (in English and Spanish) online.

HEC has worked with the Penobscot Indian Nation, the Houlton Band of Maliseet Indians, the Narragansett Indian Tribe, and the Tribal Based Environmental Protection consortium to deliver lead awareness training programs and materials. HEC's lead-safety curriculum for Native children won a national EPA award and is the basis for a forthcoming animated video.