

REPORT: Extension Educators - Summary

Date Range: January 1, 2020 - December 31, 2020
Level: Individual = Educator, Extension: imeducator
Report Run: January 4, 2021
NAME: Extension Educator

EXTENSION EDUCATORS OR SPECIALISTS - LEARNING EVENTS

Learner Sessions: 20
Learner Sessions Individually: 20
Speaker/Presenter: 20
Speaker & other/multiple: 0
Onsite logistics: 0
Offsite logistics: 0
Onsite & offsite logistics: 0
Learner Sessions Team: 0
Speaker/Presenter: 0
Speaker & other/multiple: 0
Onsite logistics: 0
Offsite logistics: 0
Onsite & offsite logistics: 0
Learner Sessions In Person: 6
Learner Sessions Via Technology (*retired*): 0
Learner Sessions Via Technology - live: 10
Learner Sessions Via Technology - recorded/posted: 4
Learner Hours: 0
Learner Minutes: 326
Learner Hours Individually: 0
Learner Minutes Individually: 326
Learner Hours Team: 0
Learner Minutes Team: 0

<u>Learner Session Title</u>	<u>Month / Year</u>	<u>Sessions</u>	<u>Hours</u>	<u>Minutes</u>	<u>Technology</u>	<u>Method of Delivery</u>
SAMPLE - I.M. Educator - Preparing Your Garden	January 2020	2		50	None (for in-person delivery)	In Person
SAMPLE - I.M. Educator - Training Adult Volunteers	January 2020	4		90	Facebook live	Via Technology - live
SAMPLE - I.M.Educator - Commercial Goat Workshop	January 2020	2		45	Facebook live	Via Technology - live
SAMPLE - I.M.Educator - Local Government - Update on Taxes	January 2020	4		6	Twitter	Via Technology - recorded/posted
Sample - I.M.Educator - Parenting 101	January 2020	4		75	WebEx	Via Technology - live
SAMPLE - I.M.Educator - Youth Leading in Community Service	January 2020	4		60	Facebook live	In Person

Direct Education Contacts	Youth Male	Youth Female	Adult Male	Adult Female	Total
Non-Hispanic	22	22	72	72	188
Hispanic	22	22	72	72	188
	Unknown Youth Ethnicity	Unknown Adult Ethnicity	Unknown Ethnicity		40
Unknown Ethnicity	0	40	0		
Ethnicity Total					416
White	0	0	27	27	54
Black or African American	11	11	38	38	98
American Indian or Alaska Native	11	11	28	28	78
Asian	11	11	33	33	88
Native Hawaiian or Other Pacific Islander	11	11	28	28	78
Some other race	0	0	5	5	10
Two or more races	0	0	5	5	10
	Unknown Youth Race	Unknown Adult Race	Unknown Race		
Unknown Race	0	40	0		40
Race Total					456

Indirect Contacts Total: 18,497

Volunteers Total Number: 0

Volunteers Total Minutes: 0

PK-12 Schools Events: 2

Diversity Events: 1

Outcomes

ANR - Retired 2018

Diversified Food and Farming Systems

# of programs directed at diversified farming	1
# of programs for diversified ag resulting from coordination within Purdue Extension (campus & field) and with outside agencies	22
# of farmers/food producers joining networks including FB, Mail Chimp, Food Hub Listserv, etc.	22
% increased attendance at Small Farms Conference and other related events	22%
# of new producers at Small Farms Conference and other related events	22
# of farmers/food producers who learn about diversified farming	22
# of partner agencies coordinating with Purdue Extension on available assistance for diversified ag	22
# of farmers/food producers who learn about available assistance	22
# of people who learned about role of diversified agriculture in a local food system	22
# of farmers/food producers using online and other means to source local food for use, either personally or commercially, such as Indiana Grown, food-hub.org, locallygrown.org	22

Field Crops

# of participants informed about field crops	22
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of youth informed about field crops 22
 # of participants informed about agronomic issues 22

Horticulture

of participants informed about horticulture, turf, and the environment 120
 # of participants informed about strategies for protecting/improving the environment 120

CD - Retired

Leadership & Civic Engagement

LEAD 3 - # of participants indicating increased awareness of leadership and civic engagement 160
 LEAD 5 - # of participants increasing leadership skills 80

HHS

Human Development

NIFA FCS1.HCFD1 - # of individuals who learn about healthy child and/or family development 22
 # of individuals who learn about expressing emotions, handling stress and/or positive communication 23

External Partners

Category	External Partners
Ag Organization/Farm Bureau	1
Government	1
None	4

Grants

Category	Grants/Sponsorships	Grants Amount
Local Business or Other Companies/Corporations	1	150
None	5	0

EXTENSION EDUCATORS OR SPECIALISTS - OTHER ACTIVITIES

Planned Program	Activity	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	Total
Climate Change	1a. Consultations (in person, by phone, email, or technology) (CC)			1	10		1			12
Climate Change	1b. Consultation Contacts (CC)			1	10		1			12
Climate Change	2a. Community Committees/Boards/Coalitions (CC)				1	1	1	1		4
Climate Change	2b. Community Committees/Boards/Coalitions – Events or Meetings (CC)				1	1	1	1		4
Climate Change	3a. Popular Press - Educational Articles, Newsletters, TV/Radio Spots (CC)			1	3	2	2	2		10
Climate Change	3b. Popular Press – Readers – Youth (CC)			-	200	300	300	300		1100
Climate Change	3c. Popular Press – Readers – Adult (CC)			450	20000	10000	10000	10000		50450
Climate Change	Indirect Contacts- Adult (CC)			344		345	345	231		1265
Climate Change	Via technology - Indirect Contacts (CC)					3527				3527
Food Safety	1a. Consultations (in person, by phone, email, or technology) (FS)	40							4	44
Food Safety	1b. Consultation Contacts (FS)	-							4	4
Food Safety	2a. Community Committees/Bo	1000	4						1	1005

	ards/Coalitions (FS)									
Food Safety	2b. Community Committees/Boards/Coalitions – Events or Meetings (FS)	-	4						1	5
Food Safety	3a. Popular Press - Educational Articles, Newsletters, TV/Radio Spots (FS)	25000	2							25002
Food Safety	3b. Popular Press – Readers – Youth (FS)	-	-							0
Food Safety	3c. Popular Press – Readers – Adult (FS)	-	6900							6900
Food Safety	4a. Professional – Extension Publications (FS)		1							1
Food Safety	Indirect Contacts- Youth (FS)		200							200
Food Safety	Indirect Contacts- Adult (FS)		500						600	1100
Food Safety	Via technology - Indirect Contacts (FS)	7685	5466						57489	70640
Global Food Security and Hunger	1a. Consultations (in person, by phone, email, or technology) (GF)		10							10
Global Food Security and Hunger	1b. Consultation Contacts (GF)		10							10
Global Food Security and Hunger	3a. Popular Press - Educational Articles, Newsletters, TV/Radio Spots (GF)		2							2
Global Food Security and Hunger	3b. Popular Press – Readers – Youth (GF)		-							0

Global Food Security and Hunger	3c. Popular Press – Readers – Adult (GF)		20000							20000
Global Food Security and Hunger	Indirect Contacts- Youth (GF)		500							500
Global Food Security and Hunger	Indirect Contacts- Adult (GF)		2000							2000

Note: If cells are highlighted then data is generally expected to be in the companion field. (1) Consultations (in person, by phone or email) & Consultation Contacts; (2) Community Committees/Boards/Coalitions & Community Committees/Boards/Coalitions - Events or Meetings; (3) Popular Press - Educational Articles, Newsletters, TV/Radio Spots & Popular Press - Readers - Youth OR Popular Press - Readers - Adult.

EXTENSION EDUCATORS OR SPECIALISTS - IMPACT STATEMENTS

Date: August 2020

Title: Community Comes Together to Tackle Childhood Obesity in Adams County, Indiana

Team: Extension Educator

Purdue Extension Goals: Creating Quality Communities, Promoting Healthy Living

Issue

Childhood and adolescent obesity rates have reached epidemic proportions in the United States. Sedentary routines found in schools and in the home as well as over-exposure to unhealthy snacks and non-nutritional foods contribute to the pervasiveness of this disease that afflicts America's children. Obese children face significant health risks such as Type 2 diabetes, tooth decay, and depression. One study shows that children who are substantially overweight throughout much of their childhood and adolescence have a higher incidence of depression than those who aren't. Research has shown a connection between obesity and both decreased academic performance and increased likelihood of being bullied in school.

What Has Been Done

Through Purdue Extension leadership, the development and ongoing actions of the Adams County health coalition, Winning with Wellness, has taken on childhood obesity. Winning with Wellness received \$5,000 a year for 4 years from an AFRI grant to mobilize rural low-income communities to assess and improve the ecological environment to prevent childhood obesity. Community activities were: training and administering North Carolina Extension's curriculum, Color Me Healthy, for 15 preschools to include healthy food options and more physical activity for the children; organizing a "Color Me Healthy" fitness walk for preschoolers and families; hosting the First Annual Active Living Week; facilitating a community workshop in partnership with the Indiana Department of Health and Health by Design for a walkability study; collaborating with a hospital, park and recreation department, the library and preschools to establish "Born Learning Trails" a national campaign by United Way, with 10 interactive signs/learning activities to get children and adults interacting to promote language, literacy and motor skills needed for kindergarten; and providing transportation for 7 citizens to attend Clinton County's Healthy Communities Workshop.

Results

394 children attended 15 preschools where the Color Me Healthy program is being implemented. 13 of the 15 preschool directors rated Color Me Healthy materials as "excellent" or "very good." Preschool directors strongly agreed that Color Me Healthy curriculum: increased physical activity of the children (43%); increased children's knowledge about movement and physical activity (43%); increased children's knowledge about healthful eating (64%); and helped raise parents' awareness of the importance of physical activity and nutrition (36%). One preschool director believes preschoolers are at the perfect age to learn about nutrition and exercise. She was happy with the Color Me Healthy curriculum, and stated "A lot of families didn't understand reading the labels at the stores. So it's really nice that this curriculum enables us to be able to teach the children, and then they go home and sometimes teach the parents, which I think is fabulous."

Outcomes

[None]

Date: July 2020

Title: Network of residents trained to serve and lead for community success in Daviess County, Indiana

Team: Extension Educator

Purdue Extension Goals: Creating Quality Communities, Promoting Healthy Living

Issue

Confident, skilled and knowledgeable leaders are needed to guide organizations and communities through the challenges they face in today's changing environment. More leaders are needed to step up to the plate, get involved and create more vibrant communities.

What Has Been Done

Daviess County piloted the Community Leadership Certificate Program, developed by a team of Extension faculty, specialists and educators, with 44 hours of interactive educational opportunities to enable people to better understand themselves, their community and their leadership role. Goals were to: 1) Expand the leadership base of people who will

assume active roles in the community, 2) Establish strong community networks among participants and community leaders, 3) Encourage community volunteerism and service, and 4) Create a network of people to share creative ideas and promote community action. Topics were leadership styles, interpersonal communication, economic development, managing conflict, exploring diversity, and county government. Participants completed enrichment activities, homework and group project work, and contributed over 100 hours each. 19 individuals came from diverse sectors of the community - business, healthcare, agriculture, education, local government and non-profit organizations. Common goals were learning more about the community and becoming more actively engaged. "I am so glad I have been given the opportunity to participate in this program, to increase my knowledge of my home community and become more in tune with what our community needs to thrive." Support from the community was extraordinary, including monetary and in-kind contributions totaling \$13,700.

Results

After the 9-month program, 100% of participants reported increased knowledge in topics presented. 100% reported an increase in their confidence to volunteer in the community and to in taking on leadership roles in community organizations. 81% plan to use what they learned immediately, with the remainder planning to use it in 3 to 12 months. Strong community networks were established, as revealed in these comments and results: "I feel like we have created a family of leaders in our community that have a common goal. I've learned so much about this place that I've grown up in and now I have a team of people that I know I can count on. It has been one of the most exciting opportunities in my life." 100% of participants reported that the program expanded their connections with others in the community. In a letter written to the program graduates, the Lt. Governor shared, "A successful community and state depend on a continued supply of leaders who have the passion to serve and lead. Your program is helping create a benchmark of women and men who will lead Daviess County and the State of Indiana into a successful future." Based on experiences and success in Daviess County, 3 additional counties are now presenting the program.

Outcomes

CD - Retired

Leadership & Civic Engagement

LEAD 11 - # of participants applying new leadership knowledge, skills, and attitudes

23

Date: May 2020

Title: Indiana's beef producers increase revenue with Master Cattleman program

Team: Extension Educator

Purdue Extension Goals: Expanding Agriculture-Related Opportunities

Issue

Several states across the U.S. have developed successful Master Cattleman programs that have offered cow-calf producers the opportunity to increase their knowledge of beef production. Beef producers in Indiana are in need of in-depth educational programming that will help them evaluate their production system and allow them to create a unique business plan that will increase productivity, efficiency, and profitability of their operations. The Master Cattleman program will fill a void in the current programming for Indiana's beef producers and result in significant economic impact.

What Has Been Done

Purdue Extension created a 10-week Master Cattleman Program that utilizes industry experts to teach material in an interactive, discussion-based forum, tailored to fit the needs of the participants. This is an advanced series of classroom-based lessons where participants gain knowledge in all aspects of cattle production and build a business plan for their operation. Lessons in the classroom are scenario-based with optional field days after completing the program. Participants receive their Beef Quality Assurance certification upon completion of the program.

Results

Despite being in its early phases of statewide implementation, the program confirmed its ability to meet the needs of the Indiana's beef producers. Most notable on follow up evaluations was that 100% of respondents indicated that the program helped increase the revenue potential of their operation. Half of the respondents estimated increases of \$1,000-5,000 while the rest said \$5,000-10,000. This is a significant impact in such a short period of time. Participants believed many elements of the program were helpful in increasing the revenue potential, including: 91% of participants said marketing information; 93% said they had a better understanding rumen physiology and feeding strategies; 77% have the ability to develop and implement a comprehensive herd health plan; and 92% had a better understanding of environmental issues related livestock production.

Outcomes

ANR - Retired 2018

Field Crops

of participants who self-report that they adopted a recommended practice for their operation

12

Date: April 2020

Title: Writing Effective Impact Statements for Purdue Extension

Team: Extension Educator

Purdue Extension Goals:

Issue

In about three sentences, state the issue or problem addressed. Describe the problem. Explain the relevance of this issue. Why is it important? Information provided here demonstrates what the issue is or what the needs are. This section is about why the program is needed. Introduce any statistics that may illustrate the problem / issue in the state or among the population. Share any needs assessment data you have gathered to indicate the prevalence or importance of this issue.

What Has Been Done

In about three to five sentences, describe what you or your team did. What was your response to the issue / problem? What did you do to address the problem? How did your work resolve the problem? Describe program activities that were conducted. Explain the key elements of your program. Describe the target audience. Describe the delivery of your program / project. Include the quantity of these activities (e.g., four-session weekly series; 59 childcare providers; six communities, etc.). Provide a description of the program / project. You might describe what was taught and why, who was the audience (e.g., how many attended, etc.), and how was it implemented (e.g., nine-week series of workshops).

Results

Now, share results from the program / project from the perspective of the participants or attendees. What did they get out of it? What did they learn? If a follow-up evaluation was used, report on what actions they have taken or changes they have made since attending the program. Include numbers or percentages to report your evaluation. Include economic indicators if appropriate. Include a narrative about, or from, the attendees.

As appropriate, combine quantitative data (e.g., number, percentage, dollars, etc.) and qualitative data (e.g., anecdotes / narratives or quotes from participants on program evaluation. (Don't share names but do include their titles / roles, such as, for example, parents, producers, childcare providers, etc.).

This is the most important part of your impact statement and most likely the longest section. Tie the results back to the problem set in "Issue" above. Describe what happened as a result of the efforts described in "What Has Been Done." What changed as a result of the Extension effort? What difference did this make for Indiana residents? What are the benefits? What is the impact of this effort? For short-term changes in knowledge, attitudes, skills, and aspirations, consider including a statement about what that change does for, or means to, participants. Describe the difference your program / project made for the people of Indiana, and the state's communities, families, businesses, environment, etc.

Outcomes

[None]

Date: January 2020

Title: Teens teaching biotechnology spark STEM interests in area youth

Team: Extension Educator

Purdue Extension Goals: Supporting Career Preparation

Issue

Today the United States ranks 27th among developed countries with college graduates receiving degrees in science or engineering, and in the next decade, most of the fastest growing occupations will require at least some background in Science, Technology, Engineering, and Mathematics (STEM).

What Has Been Done

The Steuben County 4-H Program has a Bio-Tech Team, which is a team of young science enthusiasts who went to a training in Indianapolis called “The Science Behind Agriculture – Teens Teaching Youth Biotechnology.” The 4-H Bio-Tech Team used unique ingredients like gummy bears, Nesquik, drain cleaner, strawberries, Kool-Aid, and others to inspire science exploration about DNA, genetics, and water properties. This “teens as teachers” team has led and conducted science experiments with youth audiences at 4-H clubs, school classrooms, and afterschool programs to encourage youth to think about science in fun and dynamic ways.

Results

Teens trained to lead these science explorations developed leadership, communication and presentation skills. One teen, who led programs in the community and was nominated to be a state-level trainer, stated, “I am writing you this as I’m sitting here soaking all of the bio-tech training and teaching in. Thank you so much for nominating me and allowing me to have this opportunity. I love it! I’ve been able to get more comfortable with large group teaching and meets lots of new friends.” During these teen-led programs, attendees commented: “This is awesome!” and “Can we do this again next time?” In response to the bio-tech activities, a classroom teacher commented, “This is really neat!” and her colleague enthusiastically agreed. One of the first year 4-H members quickly ran to her mother and exclaimed, “I learned what makes Nesquik magical when it mixes with water!” These kids are gaining an appreciation for science because they are seeing that science is fun and can even be “magical.” Although it was not the intended result, one teacher said, “You have renewed something in me. I have gotten away from hands-on teaching because using paper is so much easier, but this has inspired me and reminded me that these kids need hands-on teaching. There were so engrossed in what you were teaching them!”

Outcomes

4-H - Retired October 2018

Science

Sci 1.1: Youth will express interest and be engaged in Science related activities

25