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It is the policy of the University of Nebraska-Lincoln Institute of Agriculture and Natural Resources not to discriminate on the basis of sex, age, handicap, race, color, religion, marital status, veteran status, national or ethnic origin or sexual orientation.
MONDAY, JANUARY 10

Travel to Lincoln, check into Nebraska Center for Continuing Education (NCCE)

6:00pm Dinner with SREC Review Advisory Committee and Loyd Young; NCCE

Team assignments made after dismissing advisory committee and Dr. Young

TUESDAY, JANUARY 11 (Mussehl Hall)

7:00am Review Team and IANR Administrators meet for breakfast; NCCE

- Charge to Review Team

9:00am Overview at SREC; tour office headquarters

9:30am Presentation of Issue Team Reports and Recommendations

- Children, Youth and Families at Risk
- Nutrition, Food Safety and Food Quality

11:40am Lunch

1:00pm Presentation of Issue Team Reports and Recommendations (Continued)

- Agricultural Sustainability and Profitability
- Enhancing Water Quality
- Waste Management

5:00pm Completion of issue team reports for January 11

Evening free
WEDNESDAY, JANUARY 12 (Nebraska East Union)

7:00am Review Team meets for breakfast at the Nebraska East Union

8:30am Presentation of Issue Team Reports and Recommendations (Continued)
   * Strengthening Nebraska Through Leadership and Community Development
   * Structure
   * Urban Programming

12:00pm Lunch with Department Heads at Nebraska East Union

1:30pm Meet with faculty (EPU coordinators, staff advisory committee, review advisory committee, other interested faculty and staff)

3:00pm Individual faculty meetings with Review Team (by appointment)

5:00pm Completion of reports and meetings for January 12

Evening Review Team prepares exit report

THURSDAY, JANUARY 13 (Nebraska East Union)

7:00am Review Team meets for breakfast at Nebraska East Union

8:30am Exit report with unit administrator

9:15am Exit report with IANR administration

10:30am Exit report with faculty

11:15am Adjourn
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INTRODUCTION

This self study document was prepared by the faculty and staff of the Southeast Research and Extension Center (SREC) and District. It is a look at "where we are," and "where we want to be" and "how will we get there."

This review document provides an opportunity to plan and prepare for the future. The issue teams took a serious look at the needs of the clientele of Southeast Nebraska. The response of the external review team coupled with the ideas generated by the self study will help this faculty chart a course for the successful extension of educational programs and of research. It will also assist in adopting an organizational structure to accomplish this task.

With change being a constant in today's world, our hope is to use this document as a guide to ensure that the changes that take place make us the most effective organization possible.

ROLE AND MISSION STATEMENT OF THE SOUTHEAST RESEARCH AND EXTENSION CENTER

"The mission of the University of Nebraska Southeast Research and Extension Center is to help Nebraskans address issues and needs related to their economic, social and environmental well-being through educational opportunities based upon knowledge and scientific research."

REVIEW ADVISORY COMMITTEE

The self study process began with the selection of a review advisory committee. The committee includes:

Janet Fox ........ Specialist representative
Dennis Kahl ...... Extension educator/chair of the faculty
Keith Niemann ... Extension educator
Ray Massey ...... Chair of the specialist group
Susan Williams ... Extension educator representative
Loyd Young ...... District Director.

The responsibilities of the committee included:
1) the establishment of the goals and objectives for the review,
2) the selection of crosscutting issue committee members and
3) recommendation of external review committee members to the deans of IANR.

Deans Bolen and Nelson visited with the committee in the spring of 1993 to outline some of their expectations.
GOALS AND OBJECTIVES OF THE REVIEW

The committee adopted the following five goals for the review:

1. Empower the six priority initiative teams to assess "Where are we?", "Where do we want to be?", and "How will we get there?".

2. Determine if the two unit IANR action plans (waste management and water quality) are being addressed by programming efforts.

3. Diagnose the organizational culture of the Southeast Research and Extension Center.

4. Determine the best organizational structure and faculty role for Southeast Research and Extension Center within IANR.

5. Determine the futuristic programming direction for the urban areas.

SELECTION OF ISSUE TEAM AND CROSSCUTTING COMMITTEE MEMBERS

The review advisory committee decided that an issue based review could best be accomplished by 1) commissioning the priority initiative teams to review their programming and 2) creating two crosscutting issues committees -- urban issues and structure. The membership of the 8 committees are reported in Appendix A.

The committee strongly encouraged staff to seek input from persons outside the committee. Drafts of the reports were reviewed with the entire staff, with the department chairs and with the Citizens Advisory Committee for the SREC.
SOUTHEAST RESEARCH AND EXTENSION CENTER 1993 ISSUES BASED REVIEW
EXECUTIVE SUMMARY

The reports contained in this review document contain ambitious plans for extension in the district. Each faculty member views their particular specialty as important to the overall effectiveness of extension and desires to see resources committed to it. In an effort to aid the review team in their recommendations, overarching consensuses and personnel recommendations from each report have been gathered here in the executive summary. The page locations of the personnel recommendations are provided so that the review team can quickly locate them to find pertinent information surrounding the recommendations.

OVERARCHING CONSENSUSES...

The faculty are committed to reaching all citizens of the Southeast Extension District. Additional emphasis will be placed on reaching non-rural and urban audiences. The emphasis on reaching non-rural audiences includes the base programs such as agricultural profitability. The goal is to foster communication and understanding between all citizens as well as provide access to the resources of UNL to a broader citizen base.

The faculty are also committed to teamwork. The issue teams recognize the need to assemble faculty with various specialties and disciplinary training to address critical topics. The need to access departments outside of IANR but within the UN system is expressed. Networking with organizations outside of the UN system and government are encouraged.

The faculty struggle with assisting citizens in complying with and managing under government regulations while at the same time continuing to be perceived as an educational, rather than regulatory, institution.

The amount of information which passes through extension is overwhelming to the educators. Additional work in indexing and computerizing the information is called for. Assistance in using advanced technology is needed to more fully benefit from the current equipment in place.

POSITION RECOMMENDATIONS...

Redirection of specialist positions which are being recommended are summarized below, followed by the page number where the recommendation can be found.

- Specialist position within the Southeast District to lead and coordinate the educational efforts in the children, youth and family issue area (15).
- Biological Systems Engineering and/or Animal Science waste management faculty assigned to SREC (21).
- Soils specialist with emphasis in soil fertility, water quality, and nitrogen management (24) with expertise in nutrient management in urban and agricultural landscapes (27).
- SREC housing/home environment specialist to support urban programming efforts (36).
- Urban marketing specialist (36).
Redirection of extension educator positions which are being recommended are summarized below, followed by the page number where the recommendation can be found.

- Redirect a portion of an extension educator(s) position to a district-wide program coordinator role in nutrition, food safety and food quality (18).
- Two extension educators will be hired to work with the *Non-point Source Pollution 319 Fund Program* in Sarpy and Lancaster Counties (27).
- Redirect an existing extension educator position to a split appointment with .5 FTE of that position going to provide leadership to animal waste management on the district level (27).

Support positions which are being recommended are summarized below, followed by the page number where the recommendation can be found.

- Communication support specialist (24).
- Extension and research technologist to support and help conduct on-farm research and demonstration activities (24).
- A full-time person to customize the *Farmstead Assessment System* for Nebraska (27).
- An extension assistant to assist with educational programs in the area of water quality (27).
- A strategy be developed (including hiring a person to work in this area) to facilitate and create a positive relationship between the public and the university (30).
- Administrative assistance for the District Director (33).
SOUTHEAST RESEARCH AND EXTENSION DISTRICT
ORGANIZATIONAL CULTURE

Each faculty member of the Southeast Research and Extension District was asked to complete a "Competing Values Framework" survey. The results were compiled by Dr. William Brown and discussed with the faculty at their 1993 fall conference.

The solid line of figure 1 shows the schematic representation of the faculty results. The results indicate that the faculty thought that the SREC was fairly balanced in its culture. No one type of organizational culture rated extremely low.

The most weight was given to perceiving the district as a cooperative team. This type of culture is characterized by an "emphasis on human resources and the development of commitment, information sharing, and participatory decision making....This group culture is characterized by a strong sense of affiliation and belonging." After reviewing the results the faculty were not surprised. They do see themselves as a team, do communicate well with each other and do have a strong sense of affiliation.

The least weight was given to viewing the district as a responsive adhocracy. This type of culture is characterized by innovation and creativity. People are not controlled but inspired to collectively do something of great importance. The relative weakness of this aspect of the SREC culture was somewhat surprising to the faculty. They think their programming efforts and activities are more creative than this survey revealed.

After discussion, it was stated that the results of our organizational culture indicated that SREC was well positioned for making any necessary changes in the next few years. Since no one aspect of the culture was overpowering another, to change in any direction would not require a great deal of additional effort. Also, the faculty has experience in dealing with both an external and an internal focus, of being flexible yet able to respond to controls. If there is a need to move in one direction probably the right persons to facilitate that move already exist within the faculty. The presence of this type of diversity will aid in helping others respond to stimuli whether it comes from administration or our clientele.

At the end of the fall conference, each faculty member was asked to complete the same survey again. This time the question was not "how do you view the culture of SREC?" but "what should be the culture of SREC?" The dotted line of figure 1 illustrates the results of this survey. The faculty saw a need to move more in the direction of a responsive adhocracy while being unwilling to yield any of the aspect of being a cooperative team. The faculty apparently place a premium on maintaining the close working relationships which exist. They also desire to shore up their weakest element, as revealed in the first survey.

The increased emphasis in responsive adhocracy should come from decreased emphasis in both stable hierarchy and rational firm. The greatest decrease should come from stable hierarchy. The combination of reducing these two elements is to reduce control. Less
emphasis should be placed on measurement, documentation, short planning horizons and productivity.

The survey analysis also provided more detailed information regarding dominant characteristics, leadership, glue, climate, success criteria and management style. The results are shown in figure 2 with the solid line representing "what is your perception of the organizational culture of SREC?" and the dotted line representing "what do you think should be the organizational culture of SREC?" Briefly the survey indicates that with response to:

1. dominant characteristics - the district should move from an emphasis in control to an emphasis in flexibility, especially flexibility to external stimuli;
2. leadership - the administrator should be a risk taker and innovator with less concern for organization and efficiency;
3. glue - the emphasis should move away from rules and procedures to being on the cutting edge;
4. climate - a desire to try new things within the comfort of trust and openness needs to take precedence over emphasizing permanence and stability;
5. success criteria - less emphasis on measurable accomplishments and greater emphasis on being an innovative product leader;
6. management style - even greater teamwork and individual freedom should exist, with less emphasis on employment security, predictability and productivity.

This more detailed analysis reinforces the overall cultural picture by emphasizing a shift from control to flexibility. The flexibility should be spread between both an internal and an external focus.
SREC Organization Culture
Competing Values Framework Analysis
DOMINANT CHARACTERISTICS

LEADERSHIP

GLUE

CLIMATE

SUCCESS CRITERIA

MANAGEMENT STYLE
SOUTHEAST RESEARCH AND EXTENSION CENTER INITIATIVE TEAM REPORT
CHILDREN, YOUTH AND FAMILIES AT RISK

WHERE ARE WE...

Families in Nebraska are not immune to the dramatic changes we are seeing in the family structure across the United States (see Appendix D). The percent of children living in single-parent families in the state has more than doubled over the last twenty years. This is not just a factor in the metro area which is part of the Southeast Extension district. The increase in the number of children in single-parent families outside of Douglas county has been so great that, while that county accounted for 61% of all Nebraska Children living in single-parent families in 1980, it accounted for only 45% in 1990.

One of the most persistent characteristics of single-parent families is that they are headed by a mother, accounting for two-thirds of these households in Nebraska. The low incomes of mother-only families are a major reason for the increasing number of children living in poverty.

More parents, both single and married, are working outside the home and this results in more time pressures. These circumstances place children, youth, and marriages at greater risk. This is evidenced in increased rates of child and spouse abuse, divorce, use of alcohol and drugs, teen pregnancy and youth violence.

Over the past two to three years extension educators throughout the Southeast District have developed and conducted programs which address the educational needs of children, youth and families at risk in the district. The following is a brief summary of some of the major programs which have addressed these problems.

Child care provider training has primarily been a joint effort between counties or within EPUs and has been conducted in several locations. Approximately 800 providers have been reached with information on positive discipline, nutrition, child development, business procedures, recognizing and preventing child abuse, building self-esteem and activities for children.

Self-care training for children has been conducted using a variety of methods. Southeast District extension staff have developed two programs addressing this issue. The "On Your Own in Rural America" video and family handbook is available in 83% of Nebraska counties and 25 states. For the past three years four counties have distributed a self-care newsletter for 3rd and 4th graders which has reached 4500 families in the East Central EPU. The "Care and Prepare" 4-H school enrichment materials, developed by county staff within the district, have reached over 750 students.

Parenting skills have been addressed through the "Active Parenting" program, "Developing Capable People", "Creating Confident Kids" and programs for teen parents through the schools. Clientele continue to express a need for improving parenting skills and parent
support. Staff have tried a variety of delivery and marketing methods to reach audiences with this information.

District staff have also developed a program on sexuality which has been very successful. The "Growing Up Female" retreats have reached 185 mothers and daughters within the Southeast District over the past two years. Designed to build trust and open communication between mothers and daughters, this pregnancy prevention educational program targets 5th and 6th graders.

Currently staff in the majority of counties have made initial efforts to network with and/or organize community coalitions to address the needs of children and families. This has led to some cooperative programming with other agencies within the counties and EPUs.

During the county/EPU visionary group discussions held throughout the Southeast District during 1992-93, topics related to stabilizing family life were identified as a top concern in six of the nine groups. Identified concerns include: changes in family structure; preserving family values; maintaining healthy lifestyles; accepting responsibility for own actions; youth problems (dropouts, drugs, pregnancy); lack of sense of community; time for family activities; child abuse; children home alone; child care; parenting skills; family support agencies; role models; helping at-risk families; lack of respect for people, places and things; family violence and safety from crime/drugs.

The Institute of Agriculture and Natural Resources has recognized that changing social, economic and demographic conditions in the state affect the quality of life of individuals and families. The Institute is committed to programs which develop and support human resources. Included in the 1992-95 IANR plan for program implementation in the area of families, youth and leadership development are the following plans which are particularly relevant to the Southeast District.

1. Expand the "train-the-trainer" program to include child care, parenting and financial management.
2. Expand current programming on parenting, care givers for the young, financial management, and self-care for the aging population for all Nebraskans including culturally and ethnically diverse; and financially and educationally challenged families.
3. Strengthen linkages with other agencies and programs that reduce the likelihood of children and youth developing high risk behaviors.
4. Expand programs for youth at risk due to limited financial resources, stress in families, drug and alcohol use, or teen parenting.

WHERE DO WE WANT TO BE...

Keeping in mind the concerns of the visionary groups and the IANR plan, the Issue Team for Children, Youth and Families at Risk identified two goals.

1. Facilitate adults, children and communities in learning to interact together in healthy and productive ways by building coalitions and networks which can better assess and address
local needs effectively, broadening the scope of quality information available, and promoting cooperation within coalitions.

2. Extension educators will provide an educational framework for children, youth and families to gain quality information to build strong relationships and to gain skills for reducing high risk behavior.

**HOW DO WE GET THERE...**

- Staff will continue many of the programs already in place with the emphasis on reaching school age children and their families (i.e. Growing Up Female, parenting, child care provider training, after school and home alone skills for school age children). Increased attention will be given to diversifying the audiences (i.e. socio-economic, special needs, ethnic, cultural, etc.). Staff will move to expand these programs by "training the trainers." More effort will be made to share information and programs among the staff to eliminate duplication where possible.

- Develop a consistent evaluation tool to measure progress toward goals. Evaluation of human development programs is a challenge for staff. An EPU-wide evaluation tool would allow staff to compile statistical data for themselves as well as for the district.

- Redirect a faculty position within IANR to a specialist position within the Southeast District to lead and coordinate the educational efforts in the children, youth and family issue area.

- Each team member will accept a specialty area within the children, youth and families issue area to keep abreast of and inform others in the district.

- Develop a communications network to keep all of the team members up to date on what other team members are working on and the latest information within their expertise area.

- Establish a public policy network to work with the decision makers at the local, district and state levels to address issues concerning children, youth and families.
WHERE ARE WE...SITUATION/DEMOGRAPHICS

The leading causes of death in Nebraska are heart disease and cancer, accounting for two-thirds of Nebraska deaths. Diets high in calories and fat and low in complex carbohydrates and fiber are among the risk factors for many chronic diseases, including heart disease, cancer, diabetes and obesity.

Given the diet connection to chronic disease, Nebraskans need practical and economical ideas for planning, shopping, preparing and eating foods that meet accepted dietary guidelines. Two vulnerable groups are the elderly and the young. Nineteen of the 25 counties in our district have 20% or more of their population 60 years or older. As the percentage of families using child care increases, attention must be given to assuring that food handlers in child care settings plan and prepare nutritious meals.

Safe food handling, while especially critical for the elderly and the young who are most susceptible to food borne illnesses, is essential across the life cycle. Food safety education of food handlers in commercial establishments is of increasing importance as over 40% of today's meals are eaten away from home.

Pre-harvest food quality is a high priority to the American consumer. Management of all food animal production using sound herd and flock health programs can improve the food products by eliminating antibiotic and/or pesticide residues and reducing microbial contaminants.

WHERE ARE WE...CURRENT PROGRAM EFFORTS

A variety of programming efforts currently address the above discussed concerns. Specific programs involving youth and adults follow.

Programs targeted toward youth include:
* Child care providers training in nutrition and food safety
* School-based child care "creditable" menu planning programs
* 4-H food and nutrition project training
* 4-H school enrichment projects including "Wheat Science" and "Bacteriology"
* Special training activities for youth including "Home Alone in Rural America"
* Expanded Food and Nutrition Education Programs (EFNEP)
* Youth meat animal quality assurance program

Programs targeted toward adult learners include:
* "Once-A-Month Cooking" -- time management, food preparation and safety training
* "Project Lean" -- a program aimed at reducing fat in the diet
* "Catering as a Business"
* Senior audiences including training at senior sites and district wide conferences
• FCE (Family and Community Education) club programs
• Expanded Food and Nutrition Education Programs (EFNEP)
• Media outreach via newsletters, news columns, radio, cable TV, and displays
• Individual consultations related to food preservation, general nutrition, food safety and food preparation questions
• Beef, dairy and pork quality assurance programs

To carry out these programming efforts, extension educators have developed linkages with other community and state organizations. Some linkages include:

• Nebraska Department of Education
• State and local health and human services departments
• State and local child care providers/organizations
• State commodity groups such as the Wheat Board, Pork Producers, Beef Council, Nebraska Cattlemen, Dairy Herd Improvement Association, Dairy Council, etc.
• Public school staff and personnel
• Mass media representatives
• Numerous volunteers
• Health-related organizations such as the American Cancer Society, American Heart Association, American Dietetics Association, etc.
• State and local restaurant associations
• Veterinary medical practitioners

WHERE DO WE WANT TO BE...

Goals and strategies involve seeking out new target audiences and re-energizing "traditional" programs to more closely reflect priority issues and to serve an expanded clientele. Strong constituency bases such as 4-H, FCE and EFNEP should continue to serve as delivery channels.

Four specific goals are identified. As a result of extension programming efforts, participants will:
• use desirable food sanitation practices.
• increase their consumption of healthy meals and snacks in accordance with the Dietary Guidelines for Americans.
• improve pre-harvest practices and processes that promote the production and protection of a food supply with minimal risks.
• increase their understanding of agricultural production practices as they relate to food safety.

HOW DO WE GET THERE...

Staff will continue many of the programs already in place with an increased effort made on expanding their efforts through the "multiplier" approach. Staff will also expand their outreach to new audiences and update materials to reflect contemporary concerns. These strategies are in accordance with the objectives for Nutrition, Food Quality, and Safety identified in the 1992-1995 Action Plans for the Institute of Agriculture and Natural Resources.
Recommended new programming strategies are:

A. Train the trainer/business programming.
- Child care provider workshops
- Home economics/health/elementary/home school teachers inservice training-updates
- Commercial food handlers and church and community group workshops
- Catering as a Business workshops
- Adult volunteers assist in nutrition and food safety outreach

B. Expand programming to youth.
- Develop a school enrichment project dealing with nutrition and food safety.
- Develop a 4-H project on contemporary food preparation/nutrition including convenience foods, deli foods, and fast foods.
- Promote and implement the "Youth Total Quality Management" project for production of animal products.

C. Enhance evaluation to measure impact.
- Select a specific 4-H foods project to be the basis for evaluation. Use pre/post testing of 4-H'ers to determine knowledge gained/skills learned/behavior change.
- Implement evaluation on selected programs using tools based on the Dietary Guidelines for Americans.

D. Enhance educational outreach using a variety of mass media including radio, cable TV, and video taping.

E. Expand programming with limited resource audiences and culturally diverse clientele.
- Increase educational outreach to food banks/food pantries.
- Adapt EFNEP lesson materials for use by limited resource audiences in counties without EFNEP.

RECOMMENDATIONS...

To support the above stated programming efforts, the committee makes the following recommendations:
- Redirect a portion of an extension educator(s) position to a district-wide program coordinator role to assist staff in the areas of identification of potential resources, program development, district wide or EPU marketing strategies, and evaluation efforts.
- Expand sharing of materials and programs developed by extension educators through the use of a "clearing house" concept and district wide conference.
- Continue networking with other organizations with similar goals. Expand linkages to include local governments, community development boards and other educators involved in food safety risk communication and quality assurance programs.
- Place emphasis on adapting materials for use by multi-cultural audiences.
- Explore delivery methods for programming at non-traditional hours.
- Develop staff inservice training that emphasizes teaching strategies and techniques to use to reach and teach today's clientele.
WHERE ARE WE...

The Nebraska Legislature enacted The Integrated Waste Management Act in 1992 in response to federal regulations requiring advanced development and operation of solid waste management systems.

County and municipal governments, charged with responsibility of providing or contracting for facilities or systems, concentrated their resources and efforts on compliance according to the time schedule as provided by the law. On or before October 1, 1993, all unapproved landfills were scheduled for closure and all counties and communities were required to submit a solid waste management plan which is to include certification for designated site compliance.

The Southeast Research and Extension District is host to eight of 26 existing or proposed landfills that have indicated intention to comply with Sub-title D regulations. In addition to these landfills, the area is served by 16 of the existing or proposed 35 transfer stations. While these facilities are moving toward compliance, there is considerable work to be completed with regard to systems and procedural enactment.

The Integrated Waste Management Act will continue to be brought on line via scheduled target dates. As landfill bans become reality, county and municipal officials and citizen leaders will explore alternatives and options. Cooperative Extension continues to provide education and assistance as counties and communities move toward compliance.

The SREC staff have been involved in a variety of educational programs to assist clientele in meeting the guidelines set forth by legislation. County and EPU efforts have focused on waste reduction through recycling programs, Bag No More and composting demonstrations, land application of sewage sludge, pesticide container recycling and Envirophasing. Working with local and county officials, staff members have encouraged regional approaches to handling solid waste and held public information meetings outlining these procedures.

Youth education activities have included Earth Day activities, Conservation Days, 4-H Camps, school enrichment projects and water celebrations, with part or all of the emphasis on some phase of waste/natural resource management. With the guidance of the district specialist, the Coalition on Recycling in Nebraska (CORN) and a public policy committee have addressed district and state issues related to solid waste management.

WHERE DO WE WANT TO BE...

The goal of educational programs will be to foster an environmental ethic among residents of the Southeast district. As a result of this initiative, clientele will understand that their actions have an effect on the environmental quality of life as well as having economic consequences.
Specifically, clientele will:
1) be aware of/know current environmental regulations;
2) understand the need for and consequences associated with environmental audits; and
3) utilize appropriate strategies to achieve an integrated approach to waste management.

**HOW DO WE GET THERE...**

The audiences to be served include:
1) Decision makers
2) General public

A variety of delivery methods will be employed including, but not limited to, the following:

- Mass media campaign—*(Environmental Echoes, PSAs, etc.)*
- Provide information to decision makers (mailings to city clerks, etc.)
- Conduct public meetings on the following topics:
  - current regulations;
  - recycling as a waste management alternative;
  - the use of compost and other organic waste (including animal wastes);
  - land application of sewage sludge;
  - proper disposal of hazardous/inorganic materials; and
  - source reduction through consumer education *(Enviroshopping, etc.)*.
- Encourage youth involvement through school enrichment and other educational activities/events

Putting linkages in place which will allow people to adjust to the new environmental requirements will be crucial to the success of this initiative. As a result, attempts will also be made to:

- Facilitate networking/coalition building between Cooperative Extension and other organizations (i.e.; Department of Environmental Quality, Keep Nebraska Beautiful, Nebraska State Recycling Association) by:
  - developing a directory of agencies/resources which can be used by staff or clients to locate agencies appropriate to a given situation or need; and
  - continuing to encourage organizations such as Coalition on Recycling in Nebraska *(CORN)*.
- Assist contractors (i.e.; waste haulers)
- Provide assistance in drafting contracts (between county officials and waste haulers, etc.)

The impact of this initiative will be measured using a variety of evaluation tools.

To measure the level of awareness created regarding environmental regulations:

- Monitor responses to *Environmental Echoes* (mass media campaign)
  - extent to which newspapers are using materials;
  - evaluate extent of responses from readers; and
  - monitor content of responses from readers.
- Monitor the extent to which programs regarding environmental issues are requested and the particular topics requested.
To measure how well citizens/communities have utilized appropriate strategies to achieve an integrated approach to the management of their solid waste:

- Monitor the number of communities attempting to comply with state/national reduction goals, as a result of extension programming efforts, by:
  -- monitoring the number of communities implementing recycling programs;
  -- monitoring the number of communities implementing yard waste reduction programs; and
  -- monitoring the number of communities implementing waste exchanges and other source reduction programs.

Resources required to ensure the full and adequate implementation of this initiative include a commitment of both additional staff time and funding committed to SREC for the purpose of providing:

- Inservice training for faculty/staff members
- Packaged programs for use by extension educators in delivering educational presentations. (Programs to include newsletters, slide sets, suggested activities, discussion questions, etc.)
- Directory of agencies/resources which can be used by staff to locate agencies appropriate to a given situation or need.
- Biological Systems Engineering and/or Animal Science waste management faculty assigned to SREC.
WHERE ARE WE...

Agriculture is important to the economy of Nebraska and to people of the Southeast District. Although the Southeast District has the largest population base, there is a tremendous amount of dollars generated by crops, livestock, and forages production (see Appendix C) in this district. Agriculture in this district influences the economic strength and sustainability of rural communities.

Agricultural clientele in the district are diverse. There are some large commercial farms in addition to clientele whose farms include pasture, several different grain crops, a number of livestock species, and occasionally a hay enterprise. There are also a number of clientele that are rural land-owners that have full or part-time employment off the farm.

Profit in grain and livestock has been variable. There appears to be more regulation on the horizon for the use of chemicals to manage weeds and insects. Also, there are more concerns about environmental and water quality issues associated with agricultural practices. As the population of the larger cities expand to rural areas, animal waste and odor management will be a challenge for rural producers.

The average age of the producer in this district is 49. Fewer young people are involved in agriculture because they lack financial resources to meet the high start-up cost.

The strengths of extension at UNL lies in our ability to communicate with our clientele and disseminate a wealth of research-based information. Educational programs that address agriculture profitability and sustainability focus on lowering input costs and integrating management practices into a production system that are economically and environmentally sound.

Current educational activities include crops, livestock, and forage/pasture management; chemical use for crops; livestock waste management; financial record-keeping and enterprise analysis; and forestry.

WHERE DO WE WANT TO BE...

We believe that the following goals represent where we want to be.

1. Integrate production management, marketing, and financial educational efforts.

2. Enhance awareness, knowledge, and understanding of environmental and animal welfare issues among urban and rural audiences. Also, improve communications between producers and consumers on agricultural issues and product quality, safety, and proper handling.
3. Create an awareness of issues associated with changing ag land ownership, estate planning, lease arrangements (land, livestock, and machinery), and environmental audits.

4. Utilize appropriate technology to improve efficiency of information dissemination to meet clientele needs.

5. Target programs to key producers, farm managers, crop consultants, and others who advise crop and livestock producers.


HOW DO WE GET THERE...

In order to accomplish the above goals we make the following recommendations.

1. Organize interdisciplinary educational teams to develop and present integrated information.

2. Develop or seek out tools that integrate production, financial management, and marketing strategies to assist producers in maintaining profitable and sustainable production systems.

3. Conduct programs to include on-farm research and demonstration programs. Extension educators will take a leadership role in designing, conducting, and serving as a communication link between producers and specialists.

4. Assist all residents (urban and rural) of the Southeast District in understanding the relationship between agriculture and the environment, the importance of agriculture to the Nebraska economy, and the quality and safety of ag products. Network with appropriate teams such as the water quality, waste management, nutrition, food safety and food quality, and urban programming teams.

5. Be proactive in assisting producers in dealing with changes in environmental regulations and government farm programs. Explore flexible and lesser-known options in the farm program that allow crop rotations and increased diversity in the farmscape. Continue to work with producers to address changing pesticide regulations and provide information on viable alternatives to pesticides.

6. Use the most appropriate technology available to improve the retrieval of relevant information to meet clientele needs. The University has a tremendous written resource base that is not cataloged or indexed for quick, easy access by extension educators. If the retrieval system were computerized, these materials would be accessed more quickly to meet clientele needs and create a better image for the University.

7. Increase the use of community-based advisory groups to define priority needs.
8. Improve the quality and participation of in-service educational opportunities to help keep extension educators up to date and maintain their stature as a primary source of research-based, unbiased information.

9. Develop materials that address the issues in changing ag land ownership, estate planning, leasing arrangements, and environmental audits of agriculture land.

These strategies will be addressed using NebGuides, Extension Circulars, home-study courses, popular press articles, on-farm demonstrations, workshops, radio tapes, videos, and satellite programming. We will also look at networking with SCS, ASCS, and other agencies on awareness type information and programming.

The resources needed for success are listed below.

1. Communication support specialist for the following:
   -- visual aids/graphics; communication/media
   -- technology (computer database for retrieving NebGuides, Extension Circulars, articles from newsletters, proceedings etc. based on key words)

2. Extension and research technologist to support and help conduct on-farm research and demonstration activities.

3. Support for specialist outreach to non-farm and non-traditional extension audiences to increase communication between producer and consumer.

4. Continued support of interdepartmental "team efforts" and professional recognition of these efforts through annual evaluation, promotion, and tenure.

5. A focused commitment from Ag Economics in development of programs that include enterprise analysis, changing land ownership, estate planning, and lease agreements.

6. Soils specialist with emphasis in soil fertility, water quality, and nitrogen management. This is not in addition to but is in support of the position request by the Water Quality Team.
Cooperative Extension staff in the Southeast Extension District have conducted many programs related to water quality. The following summary is not meant to be a complete listing of water quality programs, but rather an overview of some of the major activities in this area.

- Nitrogen management field demonstrations are being used to encourage wise use of nitrogen fertilizer. Demonstrations were conducted at 21 locations in 1992. A nitrogen management display has been developed to complement this effort.
- Four counties are part of the Mid-Nebraska Water Quality Demonstration Project. The objective of the project is to accelerate producer adoption of agri-chemical and irrigation management practices that will protect water quality.
- Pesticide applicator and chemigation applicator training are conducted annually throughout the district and emphasize water quality protection.
- Several counties have conducted targeted programs to encourage testing of private drinking water supplies.
- Cooperative Extension, SCS, ASCS, and the Lower Big Blue NRD are cooperating in the Central Blue Valley Hydrologic Unit Area project to encourage the adoption of water quality best management practices.
- Proper plugging of abandoned wells has been promoted using demonstrations, displays, slide presentations, and a video tape.
- Youth have been a special target audience. Water festivals for older elementary students have been a popular activity. Approximately 3,000 students have participated each year. Evaluations indicate that the festivals are a learning experience. The Water Riches 4-H school enrichment project has been a popular and effective teaching tool. The 1992 enrollment in this project in the Southeast Extension District was 8223.
- Several locations implemented plastic pesticide container recycling programs in 1993. One EPU reported collecting over 4,300 containers during their 1993 collection.
- Landscape nitrogen management programming has included turfgrass clipping return demonstrations emphasizing nitrogen fertilizer reduction and a turfgrass nitrogen fertilizer runoff demonstration suggesting proper water management.
- The Southeast District Enhancing Water Quality team meets at least two times each year to plan, interact, and share water quality program ideas. This has added greatly to the success of the program within the district.

Educational programs and support in five major areas related to water quality were identified. Many of these topics should be addressed cooperatively with other initiative teams on the district and/or state level. Those five areas and specific programs in each area include:
• **WATER USE AND CONSERVATION**
  Crop water management
  ... proper irrigation scheduling, irrigation system management, and use of reuse systems
  ... promote practices that maximize crop use of precipitation and minimize erosion
  Landscape water management
  ... proper plant material selection and landscape design (i.e.; xeriscaping)
  ... proper timing of irrigation in relation to pesticide and fertilizer application
  ... manage irrigation timing and systems to conserve water supplies

• **DOMESTIC WATER QUALITY ISSUES**
  Safety of private water supplies
  ... proper testing procedures/intervals and treatment alternatives for problems identified
  Risk communication on implications of water test results and maximum contaminant levels
  Wellhead protection areas
  ... public education
  ... implement crop management practices
  Well location, construction, and maintenance
  Implement educational programs on sealing of abandoned wells
  Provide educational programs for rural and urban audiences on water policy issues
  ... water quality issues
  ... competing demands on water resources

• **GENERAL EDUCATIONAL PROGRAMS**
  Educate urban audience about agriculture production practices
  Farmstead Assessment Program
  ... customize to Nebraska, expand to include the whole farm or acreage, not just the farmstead or building site
  Educate producers on possible new farm bill components that relate to water quality
  ... conservation compliance, wetlands, integrated crop management, soil testing and nutrient management programs
  ... provisions may have major impacts on program direction and resource allocation
  Risk assessment and policy formation related to water quality
  Educate youth on water resource issues (i.e.; Water Riches for YOUth)

• **PESTICIDES**
  Promote practices which reduce pesticides, particularly atrazine, in surface water
  Better pesticide management, new technologies (i.e.; on-the-go mixing)
  Landscape pest management
  Continue to provide and improve chemigation and private applicator training
  Pesticide container recycling programs

• **FERTILIZER/ORGANIC MATERIALS**
  Nutrient management
  ... proper testing and utilization of residual nitrogen from organic materials including manures, sludges, composts, and other residual materials
  ... establishing reasonable yield goals and fertilizing to meet those goals
Support groundwater management plan educational programs
... nutrient and irrigation management certification
Landscape fertilizer management

HOW DO WE GET THERE...
Each EPU will evaluate the proposed programs in the previous section to determine if, or to what extent, the programs are appropriate for their specific location. We realize needs differ between EPUs and even within an EPU and that all of the proposed programs will not be needed in all areas.

As new programs are implemented, each EPU will need to evaluate other programs in the area of water quality, as well as other areas, to determine which programs will receive less emphasis to allow the time and resources to be directed to these new, innovative programs.

Several specific positions were identified that would lend support to reaching the objectives listed in the preceding section. Outside funding through grants and networks with and support from other agencies will be imperative to provide programs that address the anticipated concerns from the citizens of the Southeast Extension District.

It will be essential to continue to provide the opportunity for networking among Cooperative Extension staff and other University of Nebraska faculty as appropriate. We must also continue to build our cooperative efforts with other agencies such as Soil Conservation Service, Natural Resource Districts, Department of Health, Department of Environmental Quality, Game and Parks Commission, Nebraska Well Drillers and other groups.
• Grant dollars should be solicited to fund a full-time person to customize the Farmstead Assessment System for Nebraska. This person could also provide training for Cooperative extension staff and facilitate implementation of the program in Nebraska.
• Two extension educators will be hired to work with the Non-point Source Pollution 319 Fund Program in Sarpy and Lancaster counties. Grants for these positions will be provided by the Environmental Protection Agency and administered through the Department of Environmental Quality.
• Consideration should be given to converting an existing extension educator position to a split appointment with .5 FTE of that position going to provide leadership to animal waste management on the district level.
• To ensure representation, one or more staff from the Southeast Extension District should serve on the state livestock waste management team.
• A request for reallocation of IANR funds for an extension assistant to assist with educational programs in the area of water quality should be made.
• Careful consideration should be given to the vacancy that will be created upon the retirement of the district's extension soils specialist. An extension soils specialist with expertise in nutrient management in urban and agricultural landscapes, as they relate to ground and surface water, is essential to maintain the leadership role and meet the objectives for the Southeast Extension District.
WHERE WE ARE...

During the past five years Nebraska has intensified its efforts to provide services in economic development, community development and leadership development. Cooperative Extension has had an active role in providing education and assistance to Nebraska communities in many ways. Many types of programs have been developed and implemented in the Southeast Research and Extension District.

Examples include:
- Community goals and sessions
- Leadership workshops on working with people, conducting meetings, etc.
- Extension board leadership training
- Leadership development through conferences such as Nebraska Family and Community Education Conference
- Development of Seeds for Leadership program
- Development of PEARL Leadership program
- Ambassador program with youth

Many workshops have been conducted that help strengthen communities financially.

Examples include:
- Catering as a business
- Home ownership
- Craft marketing
- Development of community resource directories
- Community assessment surveys to determine solutions to housing, waste, education, health and other needs
- Home-based business workshops and support organization development
- Managing Main Street Business workshops

As the tax structure continues to change and communities continue to compete for tax dollars as well as the consumer dollar, it will be very important for communities to develop strong leadership, have the tools to address local issues and develop long range plans. Cooperative Extension should continue to assist communities in adapting to the many changes that are happening as a key to keeping Nebraska communities strong.

The following goals and objectives developed by the SREC teams on Strengthening Nebraska Communities and Leadership will help provide solutions to those needs.
WHERE DO WE WANT TO BE AND HOW DO WE GET THERE

Goals: (three to five year)
1. Provide educational programs which will encourage community development by increasing citizen participation through teaching leadership skills and developing visionary and positive attitudes toward community involvement and decision making.

Objectives:
• Providing workshops on capacity building and conflict management to extension staff.
  Impact: One person from each EPU in the SREC will attend workshops on capacity building within two years. Topics will include:
  1. Collaboration in and among communities
  2. Consensus building/shared vision
  3. Decision making process
  4. Group dynamics

• Extension educators providing workshops on capacity building to community organizations.
  Impact: Extension educators trained at one of the workshops will conduct programs in each EPU over the next three years. Of those people attending workshops, ten will accept a leadership role or become involved in a community endeavor.

• To encourage and facilitate communities to utilize community surveys (attitude, needs assessment, consumer) as a tool in building positive attitudes.
  Impact: During workshops participants will be made aware of resources and methods for conducting surveys.
  Impact: Compile a resource file of sample surveys, questionnaires and other tools that have been successfully utilized by communities and other organizations.

• Provide training in conflict management to community groups through clear communication, mediation, facilitation and resolution to make decisions.
  Impact: Develop or obtain materials for group training in conflict management.
  Impact: Promote the availability of this material to community groups through networking, mass media, and extension publications.

2. Provide assistance through teaching and/or facilitating in the formation of coalitions to identify and address local priority and long range issues.

Objectives:
• Build a group of volunteers, utilizing existing groups such as FCL and LEAD Fellows, who become skilled in teaching the process of building coalitions.
  Impact: Build at least three coalitions within the district to address local priorities and long range issues and foster and sustain action.
• At least seven staff (one per EPU and one district specialist) will receive training to help an identified, organized group move forward.
  Impact: Three organizations in the district will be worked with in 1994 and 1995, and four in 1996 to foster and sustain action.
• Support and network with Department of Economic Development, regional organizations and agencies that work in the area of community development.
• Encourage all extension educators to participate in conflict management training.

3. Facilitate the continuous dialogue between the University of Nebraska and its public.

Objectives:
• Identify the quality of the current dialogue and the current flow of knowledge.
  Impact: Forty percent of a randomly selected sample of residents of the SREC area will respond to a survey on their relationship with the University and their assessment of current societal needs.
• Identify which societal needs are not being currently addressed.
  Impact: At least two of the needs identified in the survey will be addressed.

COMMITTEE RECOMMENDATIONS:

• The committee recommends inclusiveness with regard to such factors as age, gender, race, socio-economic conditions, ethnicity, disabilities, etc. in fulfilling the goals and objectives stated in the report.
• The committee recommends a team approach to facilitate and carry out Goal 2.
• The committee recommends that a strategy be developed (including hiring a person to work in this area) to facilitate and create a positive relationship between the public and the university. The person hired would have statewide responsibilities, with special emphasis in the Southeast Research and Extension District.
• The committee recommends that a fund be made available at the district level to help finance the developing, conducting and processing of surveys, as well as carrying out the development of coalitions (i.e.; travel between EPUs, materials for workshops, cost of speakers, registration fees for staff).
• The committee recommends that the staff be supported in allotting time necessary to develop the skills and to implement and maintain community development and leadership programs in each EPU.
• Identify a specific leadership package for extension educators to utilize when providing programs on developing leadership in a community. (Would help staff access and provide a uniform program throughout the district.)
WHERE ARE WE...

The Southeast Extension District is a leader in innovation in Nebraska Cooperative Extension. The six EPU are operating effectively with extension educators crossing county lines to present programs and EPU leaders coordinating programming efforts within their EPU. EPU coordinator meetings allow for the communication of these efforts to the district director and other EPU coordinators. This level of communication has resulted in cross EPU programming when one EPU has a strength that another needs for a specific program. In addition, the district issue teams meet regularly to discuss and plan programs critical to the Southeast District. The district issue teams foster communication between EPU's and between educators and specialists so that effectiveness is maximized.

The director's tenure of 22 years in the Southeast District has enabled a measure of stability which has added to the success of programs. A highly committed and competent staff have been recruited to the district. The director has supported the educators in obtaining resources and administrative backing for effective and innovative programs. Communication and input to the director has been enhanced by a strong staff advisory committee and a diverse citizens advisory committee. The director's efforts have led to an organizational culture within the district which has a strong cooperative team nature. The committee's greatest concern about administration is its workload. Appendix E shows a comparison of full time equivalents managed by each district director. The Southeast District Director's workload, in terms of personnel management, is clearly unbalanced.

Advanced communications technology available to the district has aided extension programming efforts. Each county office has up-to-date computers and is connected to IANRnet via modem. Most offices have faxes and satellite dishes. Some have computer bulletin boards, CD ROMs and telephone hotlines. The weakest link is that new technology requires constant attention to changing and minute details. The amount of information coming out in the form of publications is often underutilized because it is forgotten by the time it is needed or cannot be found when needed.

A concern of the faculty is the public perception of extension educators role in the district. As the educators attempt to address new and pressing issues the need to diminish efforts in other programs increases. Citizens and extension boards often reward educators who spend additional time on activities such as fairs and livestock shows. Furthermore, the traditional political base is narrowing as the number of farmers decrease and many non-farm citizens don't share a sense of ownership in extension.

WHERE WE WANT TO BE...

Ideally, we believe the Southeast Research and Extension District should seek to maintain its current strengths while establishing new strengths and shoring up its weaknesses. This includes using advanced communications and educational technology while retaining our
historical strength of personal contact with its clientele. It also includes maintaining the strong teamwork ties which exist in the district while alleviating the administrative workload. We recognize that these objectives are difficult to simultaneously achieve.

Meeting the changing informational needs of the district will require strong networking, especially if we are to reach non-traditional audiences. Administration and educators will need to develop linkages with other colleges within UNL and other universities within the UN system. New working relationships with such governmental agencies as the Departments of Housing and Health will need to be fostered in addition to retaining working relationships with USDA agencies. Networking with private organizations such as foundations and boards will also permit extension to reach new audiences with important educational opportunities.

To effectively meet these challenges requires a strong district administration which continues the efforts of aiding the educators and specialists in effectively developing and presenting educational programs. The new director of the district will need to have a strong commitment to the development of faculty, networking with key organizations and fostering communication between issue teams and EPU's. Building a strong political support base is necessary as linkages are developed to ensure that Cooperative Extension is recognized for its contributions to joint efforts.

The EPU structure will need to be strengthened so that educators can truly specialize and utilize their specialties across county and EPU lines. In order to free time for this specialization, non-educational activities such as fair involvement and county administration should be reduced. Using non-educators for fairs and consolidating EPU administrative functions would aid in this goal.

The research needs of the Southeast District are great. A strong link between research and educational programs needs to be developed. Access to researchers in the traditional areas of agriculture need to be balanced with the need for research in urban areas such as housing and family. Commitment by researchers to address southeast Nebraska issues and be involved in issue teams will be critical to success.

**HOW DO WE GET THERE...**

The following enhancements to the EPU concept should be considered in order to further its effectiveness as a cooperative extension structure.

- **EPUs will be given a charge to develop a framework which reduces administrative duplication.** Due to the inherent differences in EPU's this recommendation leaves the specific methods to the discretion of the EPU. Because these are staff recommendations, any changes affecting current structure must involve extension board discussion.
- **Methods to enhance the EPU coordinators' role in facilitating programming should be explored.** This could include EPU Coordinators providing evaluation input on extension educators to the district director on initiative programming efforts similar to extension board evaluation input.
- **Extension assistants be given responsibility for more youth activities, where possible.** Extension educators retain supervision and maintain education responsibilities.
• Develop a framework which allows extension educators to be given temporary, part-time specialist assignments to a specific issue team. These specialists would usually be officed in their EPU during their tenure as part-time specialist.

To maintain a strong district, it is essential to have a strong extension and research specialist component within the district. The committee examined the pros and cons of several alternatives. It was decided that the present arrangement of having research faculty with appointment to the district works well. We recommend that future priority issues determine the district specialist mix and foster interdisciplinary work. Specialists which address critical needs to the district should have greater than 50% appointment to the district and be officed in the Center. Some district specialist appointments should be short term and some may be from non-IANR departments.

Furthermore, we recommend that the Center must continue to recognize the importance and needs of agriculture in the district, while also addressing the need for increasing urban specialist support.

It is recommended that the Center continue to be on East Campus. The access to faculty of various departments and to research resources such as the library and the director being located close to other administrators makes east campus the ideal location.

The above recommendations increase, rather than decrease, the load on the district administration. An initial desire was to reduce administrative load. An alternative for reducing administrative load would be to reduce the district size. However, the committee’s position is that district lines remain as they are. We feel that the district issue team networking and the ability to focus on key issues are enhanced by the number of faculty in the district. Furthermore, the study of the Southeast District’s organizational culture indicated that the faculty place a high priority in maintaining a cooperative team environment.

We strongly recommend that the district director be given administrative assistance to support his/her efforts. Justifications for this include the size of the district faculty, the number of counties and boards the director meets with and the number of innovative programs and linkages which are being developed within the district in an effort to better serve our clientele with high quality programs.

Based on the competing values framework results we recommend that the search committee for a new district director consider the following as priority job responsibilities of the new candidate:
• Support professional development and growth of faculty/staff and extension boards
• Provide program leadership and facilitate issue teams
• Networking, public relations, and liaison with IANR/UNL administration, departments, other colleges, outside groups, and beyond
• Evaluation and promotion
• Support unit leaders

Furthermore we recommend that the search for the new district director begin before the current director retires so that no vacancy is left.
WHERE ARE WE...

The following report was prepared by members of the Southeast District Urban Programming Committee. We envision increasing focus on the needs and challenges faced by the Urban audience. To address these needs Cooperative Extension staff will have to become more specialized while reducing time spent in some current programs modes.

We perceive extension to have the following expertise in urban programming:
- Food nutrition/safety
- Horticulture
- Information brokers
- Pest management
- Youth development

We perceive extension to have the following programming strengths:
- Contact with people
- Organizational skills
- Effective at disseminating information
- Viewed by the public as providing unbiased information
- Positive alternatives to negative social pressures
- Potential communication network
- Diversified program delivery methods
- Potential to react quickly in response to public needs

WHERE DO WE WANT TO GO AND HOW DO WE GET THERE...

More clearly define the urban audience.

- Through resources from IANR, a study will be conducted by an agency outside IANR to build a framework of the urban audience.

- Identify the following factors present in the urban audience with statistical information specific to each county, community, neighborhood within the urban area: information about age of population, working status, educational attainment, number of families, number of households, single parent homes, number of blended families, commuting patterns (see Appendix B), family structure, number of domestic wells, number of private sewer systems, media preference, how the urban audience wants their information and media format preferences for different audiences.
Assess the needs of the urban audience.

- Conduct a study by an outside agency to assess the needs that fit within the framework of extension's mission.
- Continue to collaborate with planning/futurist agencies with similar missions to extension to identify community focused and/or global issues.
- Explore future focus results and determine what is applicable to extension's ability to deliver programs now and in the future.
- Write an EPU business plan which would include prioritization of audience, needs, and a marketing plan to effectively promote extension programs to urban clientele.

Be anticipatory and proactive in meeting selected priority needs of the urban audience.

- Do less but do it better. Deliver a quality product consistent with community standards.
- Adjust user fees to support service activities. Additional support staff will be hired to provide educators with the opportunity to improve program quality.
- Provide time and increased resources for extension educators to develop professional expertise. All educators need to develop proficiency in key areas.
- Network with other agencies with similar goals and programming and with community based advisory groups to meet emerging issues and needs.
- Develop working arrangements with other University of Nebraska Departments (not just within IANR) in assembling multi-disciplinary teams to address current issues and needs.

Identify ways to reach expanded urban audiences.

- Network and coordinate programming with agencies with similar goals.
- Use advisory groups representing diversely targeted audiences to develop and deliver programs.
- Network with urban extension staff from other states (e.g.; Big City Conference).
- Utilize and be comfortable with cutting edge technology (e.g.; interactive cable TV, videos and satellite transmission, E-Mail, Information Data Bases, Internet).
- Increase knowledge and utilization of funding sources and grants.
- Specialize and narrow programming focus to meet the urban audience's expectations.
- Develop multiple delivery program methods (e.g.; live, video, satellite, etc.)
• Develop a marketing plan that focuses on reaching an expanding urban audience.

• Develop greater visibility, support for, and encourage participation in urban extension programming within the University community.

• Explore multiple site offices and flexible office hours in order to reach expanded audiences.

• Assemble an urban media team to cultivate relationship within mass media sources for programming and information within urban audiences.

RECOMMENDATIONS

• Request IANR funds to engage an outside study or studies to examine the characteristics and needs of the urban audience.

• Request IANR funds to conduct a retreat for urban extension staff. During the retreat, staff will interpret the study results and formulate a metro urban programming business plan.

• Depending on the results of the outside urban study, consider realignment of Metro EPU lines.

• Through the reallocation process, hire a SREC housing/home environment specialist to support urban programming efforts. The housing/home environment specialist will coordinate an interdisciplinary housing task force to deal with urban housing issues. The team may include representatives from architecture, waste management, interior design, entomology, engineering and family and consumer sciences.

• Through the reallocation process, hire an urban marketing specialist to market extension programs to the urban audience. The urban marketing specialist would likely coordinate the urban media team.

• Explore new ways IANR's pool of knowledge can be tapped to support county programming. Examine and strengthen the role of extension activities in evaluation, promotion, and tenure processes. Make extension work an integral part of the evaluation process.

• Formalize a process for forming interdisciplinary teams to address emerging issues and needs.

• Explore new ways to educate administrators, policy makers, and the public on the scope and diversity of urban extension programming.
The Enhancing Water Quality, the Agricultural Sustainability and Profitability and the Solid Waste Management issues teams see animal, human and solid waste management as important issues. Of concern is the use of human and animal waste as organic fertilizer, potential problems associated with utilizing these organic materials and the impact this use will have on profitability of agriculture, along with the rural urban disposal issue of all unwanted discards and the impact of these items on the land, water and air quality of Nebraska's citizens.

Current efforts by district staff to address the issues of animal waste management are primarily by committee participation. Ray Massey is a member of the EPA Animal Waste Management Training grant. Ray Massey and Jim Peterson are members of the IANR Animal Waste Management Utilization Committee. These committees have met and begun to focus their attention, but tangible results are still in the future. The involvement of SREC faculty on these teams is critical because the Southeast District of Nebraska has a high concentration of animals, especially feedlot cattle and hogs, and dairy and equine operations.

Ward Shires and Barb Ogg have been working with the Lincoln City Public Utilities Department in the application program of waste water residuals on agricultural land in Lancaster County. Their work has included selecting appropriate land on which to apply these organic residuals based on soil testing and analysis, and overseeing land application. The economic ramifications of the program are being discussed by both producers and the city officials in charge of the project.

The solid waste management public policy team, lead by Wanda Leonard, addresses rural and urban policy issues related to animal, human and solid waste disposal via a statewide biweekly news column entitled "Environmental Echoes." Wanda Leonard has addressed farm and ranch member associations on the regulations pertaining to dead animal disposal, human and animal waste disposal, and composted solid waste disposal on agricultural lands. Wanda Leonard is an IANR state solid waste team leader along with Don Sander who is the IANR state animal waste management team leader.
SOUTHEAST RESEARCH AND EXTENSION CENTER

WASTE MANAGEMENT AND UTILIZATION ACTION PLAN

Action Statement: To address the issues of animal, human and solid waste disposal with respect to agricultural productivity, economics and the environment.

Background: Southeastern Nebraska is unique in its population densities of both people and livestock. The large number of people, livestock and poultry producing wastes requires a scientific and economic plan for waste utilization. The Waste Management Initiative addresses household hazardous wastes, municipal and solid wastes, small business waste generators, and the policy issues that surround these topics. A component of the waste management area not currently addressed is animal waste disposal and use.

Urban concern over animal odors and potential EPA and DEC regulations make the area of animal waste management a critical issue to economic agricultural production. This action plan is offered in anticipation of an increasing importance of waste management and specifically animal waste management. This plan should be considered an allied effort with other IANR units addressing animal waste management issues.

Objectives:
1. To provide education on efficient containment, storage and use of waste in such a way that agricultural profitability and the environment are enhanced.
2. To provide education on the uses, value and challenges of waste disposal to both agricultural and urban audiences.

Anticipated Results:
1. Agricultural use of waste will be demonstrated using field studies and demonstration plots.
2. Increased awareness of the value, uses and challenges of waste disposal.

Leadership: Within the SREC, Wanda Leonard and Ray Massey will serve as co-leaders of this plan. They also will serve as liaison with the other IANR-wide animal waste management committees and effort. A faculty member with IANR-wide responsibility should be designated to direct a majority of his/her efforts in the animal waste management area. Other SREC faculty will participate as needed.

Time Schedule: To coincide with the activities identified by the IANR effort of animal and solid waste management.

Resources Committed: Time by the designated liaison faculty in coordinating the efforts within SREC until a faculty member is designated to direct these efforts. Miscellaneous expenses associated with the activities will come from the SREC operating budget.

Resources Needed: A faculty position in animal waste management and use should be sought, using redirected funds. SREC faculty will be asked to incorporate this into their educational programs where appropriate. Funds should be sought from multiple sources within and outside the University to underwrite the research and extension activities.
Programming efforts as proposed in the Action Plan are underway. These program activities are listed in the team report "Enhancing Water Quality." Although significant strides have been accomplished with support from Federal Program Enhancement Funds, effectiveness could be enhanced.

An extension assistant need is listed in the Action Plan. This support would enhance program activities and impact. Additional field demonstrations and activities would be possible with this added help. Several EPUs that have had only limited activity in Water Quality would likely expand their activities. Currently, most of the field demonstration activity is limited to the East Central and Metro EPUs, the Mid-Nebraska Water Quality Demonstration Project, and the Central Blue Valley Hydrologic Unit Area project.

The domestic water portion of the SREC Maintaining Good Water Quality action plan has targeted both adult and youth audiences. Several counties have conducted targeted programs to encourage testing of private drinking water supplies. All counties continue to provide information and/or sample kits for water testing. Several abandoned well plugging demonstrations have been held. An abandoned well display has been effective to encourage plugging of abandoned wells.

Youth have been a special target audience. Water festivals for older elementary students have been an effective teaching tool. Five festivals were conducted in 1993 with approximately 3,000 student participants. The Water Riches 4-H school enrichment project has been a popular and effective teaching tool. The 1992-93 enrollment in this project in the Southeast District was 8,223. Ground water flow demonstration models have been used extensively in both festivals and Water Riches programs.
SOUTHEAST RESEARCH AND EXTENSION CENTER
MAINTAINING GOOD WATER QUALITY ACTION PLAN

Action Statement: SREC will conduct educational programming that will enable Nebraska citizens to protect and enhance the available water supplies.

Background: Essentially all of the rural domestic water in southeast Nebraska is supplied by groundwater. With the exception of Blair and Omaha, groundwater is the sole source of water for all the communities in southeast Nebraska. The groundwater in the Platte River Valley is a source of water for the major communities including Lincoln, Omaha, Fremont, and Columbus. Protecting and maintaining the quality of the groundwater supply is especially critical since clean-up is difficult and costly. All citizens must contribute to the efforts to protect water quality.

Objectives:
1. Provide citizens with the knowledge and understanding that will enable them to protect water quality in southeast Nebraska.
2. Provide owners of private wells the knowledge necessary to assure proper well construction and water treatment necessary to provide an adequate and safe domestic water supply.
3. Demonstrate for agricultural producers and agribusiness the technology and management systems necessary to protect water quality from pollution by agricultural chemicals (plant nutrients and pesticides) while maintaining profitability in crop production.

Anticipated Results: The long-term impact of this program will be the enhanced protection of water quality in southeast Nebraska. Citizens will have an improved knowledge of the resource that provides drinking water for all Nebraskans. This knowledge will be translated into actions that will protect the quality of the water supply. Agricultural producers will adopt best management practices that will minimize the movement of agricultural chemicals into ground and surface water. Youth will learn the importance of water and develop an environmental stewardship ethic that will be directed towards sustaining the available water supplies.

Leadership: The Southeast District water quality team is chaired by John Wilson. The primary specialist input will be contributed by Ed Penas and DeLynn Hay, who will serve as co-leaders of the plan. Other specialists will contribute as needed. Each EPU has identified water quality as a priority initiative, identified a water quality contact and committed staff to water quality programming.

Time Schedule: Water quality programming will continue throughout the four-year planning period.

Resources Committed: Two specialists (1.0 FTE total), ten agents (2.0 FTE total).

Resources Needed: Extension assistant to assist Hay and Penas with field program $30,000; $25,000 operating per year.
Appendices
### APPENDIX A. PRIORITY ISSUES TEAMS AND CROSSCUTTING ISSUES COMMITTEES MEMBERSHIP

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APPENDIX B. MAPS

Nebraska Counties and Southeast District Extension Programming Units
APPENDIX C. DEMOGRAPHICS

Nebraska Population Trends
SREC and the Rest of Nebraska

![Bar chart showing population trends in Nebraska, including Metro, Rest of State, East Central, Southeast 6, Midland IV, Blue River, Gage/Jeff/Saline regions from 1940 to 1990.]
Importance of Southeast District Agriculture to Nebraska

Number of Farms:
- Southeast District: 36.5%
- Rest of State: 63.5%

Cash Receipts:
- Southeast District: 31.6%
- Rest of State: 68.4%
Importance of Southeast District 
Crop Production to Nebraska

Southeast District 61.4% 
Rest of State 38.6% 
Soybeans (bushels)

Southeast District 68.0% 
Rest of State 32.0% 
Grain Sorghum (bushels)

Southeast District 28.7% 
Rest of State 71.3% 
Corn (bushels)

Southeast District 16.7% 
Rest of State 83.3% 
Wheat (bushels)
Importance of SREC Livestock Production to Nebraska

Southeast District 39.4%
Rest of State 60.6%
Hog Inventory

Southeast District 41.3%
Rest of State 58.7%
Milk Cow Inventory

Southeast District 21.3%
Rest of State 78.7%
Feeder Cattle Inventory

Southeast District 13.7%
Rest of State 88.3%
Beef Cow Inventory
Appendix D. Family Facts 1993

Marriage and Family

About 1 in every 12 two-parent families that existed at the beginning of a typical two-year period in the mid-1980s no longer existed two years later: the spouses separated or one died. Usually, the result was that a new single-parent family came into being. Discontinuation was more likely for Black than for White families (12 compared with 7 percent). The discontinuation rate for White families, incidentally, wasn’t statistically different from the rate for all families. (Cendata Statistical Brief, February 1993)

Married-couple families have declined from 78 percent of all Black families in 1950 to 48 percent in 1991; comparable figures for Whites are 88 and 83 percent, respectively. (Cendata Statistical Brief SB/93-2, March 1993)

Work and Family

Household finances in the 1990s are forcing many women to stay on their jobs. It now takes more than one earner to maintain the average household’s standard of living. The media jumped on the news that women’s labor force participation rates dipped during the 1991 recession, but this drop only mimicked similar declines in men’s labor force participation during those hard times. The Bureau of Labor Statistics predicts that the labor force participation rate for women aged 25 to 54 will grow to 82 percent by 2005, up from 74 percent in 1990. (American Demographics, 14:8, August 1992, p. 40)

The period between 1970 and 1990 saw a doubling of the proportion of married women with preschool-age children in the labor force -- from 30 to 59 percent. Also, 3 in 4 married women with children of school age were in the labor force in 1990, up from 49 percent 20 years earlier. Therefore, in a majority of married couples with children (70 percent) both the husband and wife worked. Only 21 percent were "traditional" families, where the husband worked year-round full-time and the wife did not work. (Cendata Statistical Brief, February 1992)

Finances

Children whose father would leave saw their mean monthly family income fall from $2,435 four months before he left to $1,543 four months after he left, a 37 percent drop. Mean family income for these children fell to only 59 percent of those in two-parent families ($1,815 versus $3,060) over the course of the 28 months after the first interview. While mean monthly family income rose an average of $226 for two-parent families over this period, it dropped $531 for those with a departing father. (Cendata Statistical Brief, April 1991)

In Nebraska, there was a disturbing increase in the number of children younger than five living in poverty. The number increased from 16,343 children, or 13 percent of all children younger than five in 1980, to 20,466 children, or 17 percent, by 1990. The proportion of
young children in poverty grew five times as fast as all other age groups. Sixty-seven percent of American Indian children and 53 percent of Black children in Nebraska live in poverty, compared with 34 percent of Hispanic, 24 percent of Asian and 14 percent of White children. (Kids Count in Nebraska, 1993)

EDUCATION

The National Center for Education Statistics reports that the science, math, reading, and writing achievement levels of today's 9- to 13-year-olds are roughly the same as those of 20 years ago. Moreover, the share of high school graduates who go on to college has increased steadily since the 1940s. Children from all walks of life now have greater access to higher education, so it's no surprise that the average scores on college entrance exams have tumbled. (American Demographics, 14:8, August 1992, p. 40)

Young Black adults made notable gains during the 1980s in their high school completion rates. In 1991, 82 percent of Blacks 25 to 34 years old had completed at least 4 years of high school, up from 75 percent in 1980. For Whites, the corresponding percentage held steady over the period (87 percent). The proportion aged 25 to 34 who were college graduates remained unchanged for both Blacks and Whites, at 12 and 25 percent, respectively. (Cendata Statistical Brief SB/93-2, March 1993)

The proportion of Nebraska high school students who drop out fell from 16 percent in 1988 to 14 percent in 1992, but remains higher than the 10 percent national education goal. Four percent of all 16- to 19-year-olds were neither in school nor working in 1990. Among American Indian youths, the proportion was 15 percent, among Black youths, 11 percent. (Kids Count in Nebraska, 1993)

HEALTH CARE AND CHILDREN

In 1991, it is estimated that 8.3 million children in America had no health care insurance at all, not even coverage under Medicaid. (American Humane Association Children's Division, Fact Sheet, December 1992)

Teen pregnancy rates continue to rise, putting both the mother and child at-risk. Nine percent of all babies born in 1990 (approximately 360,645 babies) were born to single teen mothers. The rate of births to single teens increased 16% nationally between 1985 and 1990. (Ibid.)

It is estimated that one-fourth of all adolescents contract a sexually-transmitted disease before they graduate from high school and over 900 teens nationwide have now been diagnosed with AIDS. (Ibid.)

In Nebraska, from 1988 through 1991, 18.35 Black babies of every 1,000 died as infants, compared with 15.44 American Indian babies and 7.4 White babies. (Kids Count in Nebraska, 1993)
AGED

The number of people aged 45 to 54 will grow rapidly because baby boomers will move into this age group. But some older groups will not experience significant gains. The generation reaching retirement age now was born during the Great Depression and is smaller than the one it is replacing. Increased longevity is driving rapid growth among adults aged 85 and older. But this group made up only a little more than 1 percent of the population in 1990 and will be less than 2 percent in 2000. Over the decade of the 1990s, the median age of all Americans is expected to increase from 33 to 36. (American Demographics, 14:8, August 1992, p. 40)

By the year 2000, persons 65+ are expected to represent 13% of the population, and this percentage may climb to 21.8% by 2030. (A Profile of Older Americans, AARP, 1991)

SINGLE-PARENTS

With the increasing number of premarital births and a continuing high divorce rate, the proportion of children living with just one parent rose from 9 percent in 1960 to 25 percent in 1990. Most of these children live with their mother. Black children are especially likely to live with one parent: 55 percent, compared with 19 percent of White children. Just because a child lives with two parents, though, doesn't mean he or she hasn't experienced some sort of family disruption - 16 percent of these children lived with a stepparent. (Cendata Statistical Brief, February 1992)

Nebraska Children living in single-parent families increased from 13 percent of all Nebraska children in 1980 to 17 percent in 1990. (Kids Count in Nebraska, 1993)

These facts are provided by the Nebraska Department of Social Services and Family Services of Lincoln.
CENTER STAFF

Loyd L. Young, District Director
Keith Niemann, Assistant District Director
Gary Bredensteiner, Director of Farm Management Operations
Dick Carlson, Farm Business Associate
Steve Danielson, Extension Entomology Specialist-Field Crops
William A. Gustafson, Jr., Extension Horticulturist
Janet Fox, Extension 4-H Youth Specialist
DeLynn Hay, Extension Water Resources Specialist
David Holshouser, Extension Weeds Specialist
Steve Karloff, Extension Forester
Wanda M. Leonard, Extension Community Resource Development Specialist
Richard Lodes, NRD Forester
Raymond Massey, Extension Economist-Farm Management
Janet Mohrmann, Farm Business Associate
Todd Morrissey, Extension Assistant-Horticulture
Edwin J. Penas, Extension Soils Specialist
Pam Peters, Computer Liaison
Todd A. Peterson, Extension Cropping Systems Specialist
Rick Rasby, Extension Beef Specialist

FIELD STAFF

EXTENSION EDUCATORS          EXTENSION ASSISTANTS/AIDES

BLUE RIVER EPU
Susan Hansen                   Eugene Bergen
Dennis Kahl                    Roberta Miksch
Eileen Krumbach                Colleen Pallas
Delmar Lange                   Ann Tvrdy
Dianne Zeilinger               
Gary Zoubek                    

EAST CENTRAL EPU
Larry Howard                   Imogene Clifton
Jody Jurging                   Karna Dam
Kevin Kock                     Mary Loftis
Russ Lang                      Mary Vander Pol
Jim Peterson                   
Deb Schroeder                  
Becky Versch                  
Carroll Welte                  
John A. Wilson                

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GAGE/JEFFERSON/SALINE EPU
Larry Germer
Paul Hay
Leanne Manning
Kay McKinzie
Randy Pryor
Barb Schmidt
Bob Stritzke

Jane Esau
Eric Stehlik

METRO EPU
Diana Allen*
Lorene Bartos
Maureen Burson
Dotti Callahan
Lori Cameron
John Fech
Dennis Ferraro
Keith Glewen
Cynthia Hendricks
Alice Henneman
Don Janssen
LaDeane Jha
Charlotte Kern
Bob Meduna
Don Miller
Mary Nelson
Keith Niemann
Myna Powell
Ward Shires
Sharon Skipton
Monte Stauffer
Dave Varner
Vern Waldren
Susan William

Tracy Behnken
Soni Ericksen
Jeff Gaskin
Pat Goodrich
Arlene Hanna
Mark Hendricks
Kathleen G. Holohan
John Kilpatrick
Marci Kline
Connie Lowndes
Carol McNulty
Mary Jane McReynolds
Ann Marie Moravec
Elizabeth Norris
Barb Ogg
Brady Rhodes
Marcella Skarda
Dave Swarts
Nancy Urbanec
Lori Viken
Wendy Whitehead
Mae Williams
Pat Wollenhaupt

MIDLAND IV EPU
Susan Hansen
Phil Johnson
Duane Kantor
Jane Munson
Steve Pritchard
Genevieve Remus
Larry Zoerb

Marion Clark
Frank Jasa
Joan Lahm
Kelly Lant
Jim Mueller
SOUTHEAST SIX EPU
Connie Ahlman
Linda Buethe
Ken Burgert
Jim Carson
Judy Emert*
Gerald Hopp
Mark McCaslin
Judy Schwab

Shirley Adamonis
Pam Hector
Margaret Piper
Mark Simmons
Steve Zimmers

*Subject to Board of Regents Approval

FULL TIME EQUIVALENTS (FTE) OF EACH DISTRICT

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Source: Cooperative Extension Personnel Directory, August 1993