

PURPOSE OF THE SUMMARY MATRIX

The annual summary matrix provides employees an opportunity to document the educational programs and other contributions they make to the University of Wyoming Extension. The summary matrix includes 18 sections for you to report your efforts: Assessment of Clientele Needs; Educational Programs Taught; Individual Educational Contacts; Educational Programs Facilitated; Educational Materials Developed; Media and Marketing; Collaboration or Interagency Cooperation; Teaching/Program Evaluation; Publications/Articles; Applied Research; Competitive Grants; Fundraising, Donations & Resource Allocations; Administration/Leadership; Professional Improvement, In-service and Training; Professional Associations; Awards and Honors; Work Related Service; and, Public Service.

The annual summary matrix fulfills two different reporting requirements:

- **Annual Performance Appraisal** – ALL employees are required to submit an annual summary matrix for **the current reporting year** to the State Extension Office. Supervisors use it to complete your annual performance appraisal. Electronically submit the annual summary matrix for ONLY the current reporting year, along with the other required documents, for your annual performance appraisal.
- **Extended Term and Promotion (ET&P)** – Employees on the ET & P track are required to submit a digital packet which includes the number of required years for their situation. Packet 1 includes a cumulative summary matrix, along with the other required documents outlined in the ET& P Guidelines. The ET&P review committees use it to evaluate your progress throughout those years.
- Templates for the annual summary matrix can be found on the UW Extension Employee Resources web site, under ET&P and Ag Faculty Reporting.

GENERAL TIPS FOR COMPLETING THE ANNUAL MATRIX

- The reporting year is October 1 through September 30.
- The annual summary matrix includes 18 sections. If there is a section which you do not have efforts to report, write “nothing to report this year”.
- Place the most recent information at the top of the section. For example, work done in May 2016 would be listed before work done in January 2016.
- Clearly describe your role where appropriate. It’s important to provide enough detail so that the reader knows what you did.
- Impact is about what the participants/learners gained because of their participation in the program, not what you did to conduct the educational program.

Tips specific to each section are included under the respective section’s title along with examples from each programming area.

ASSESSMENT OF CLIENTELE NEEDS

NOTE: The Assessment of Clientele Needs is what establishes the foundation of programming efforts. This is the section that highlights the relevancy of the educational programs throughout the matrix.

NEEDS IDENTIFICATION TIPS: Understanding what is important and relevant to the clientele in your geographic area and initiative team builds the foundation of programming efforts that have the greatest impact.

- Describe how the needs assessment was conducted. Was a formal survey distributed? Were formal interviews conducted? Did you have informal discussions with individuals or groups? Was data from other local or statewide agencies or organizations used? What does the local/state/national trends reveal?
- Identify whom (professionals, stakeholders, existing clientele, civic groups, community organizations, general public, etc.) and how many people were involved in the needs assessment. How many surveys were distributed? And to whom? How many individuals returned the surveys?
- Describe the priorities which were identified. (i.e. 15 of 19 individuals identified financial management as an immediate concern in their family)

2015-16 (examples below)

Paper surveys were handed out to adults at the Local Food Expo on March 12, 2016. 70 completed surveys were returned. The top three issues identified were 1) little knowledge about how to prepare some of the food items in the basket; 2) access to fresh fruits and vegetables; and 3) children not having access to adequate food on the weekend.

Three needs assessments were conducted October-December, 2015 to identify economic issues facing citizens in Park County:

- Online survey marketed to the general public through social media, news releases, and radio. 130 individuals submitted the on-line survey.
- Paper survey was distributed to business owners through the Chamber of Commerce. 28 surveys were returned.
- 10 individuals from local civic groups participated in a focus group.

The most common themes which emerged through the needs assessment included the loss of jobs and living paycheck to paycheck.

A nominal group process conducted with county partners identified gaps in programming for retired citizens. Specific issues included access to educational programs, health and nutrition education for elderly.

2014-15

UW Extension stakeholder input was conducted in Lincoln County, November 11, 2014. The makeup of each focus group and the results of the Range group are highlighted below:

- Range (5 ranchers, 2 weed and pest employees, 3 small acreage owners)
 - Access to public lands and a distrust between groups who use those lands lead to scrutiny of public land grazing.
 - Management of weeds, wildlife, water and grazing management, and stocking rate were identified issues for educational programs and rangeland monitoring.
 - The educational needs of small acre landowners are similar to those of rangeland owners: water utilization, ditch responsibilities, weed management, land use and planning.

The NFS Initiative Team conducted a strategic planning session to discuss the input from the Statewide focus groups. Team reviewed the results, identified commonalities, set goals and created issue teams based upon input from the 2014 focus group participants. The following topics were identified as a priority for the upcoming year:

- Increase the level of physical activity
- Sports nutrition
- Diabetes education

Represented UW Extension at the Wyoming Association of County Officers Annual Convention as a booth sponsor. Visited with several elected officials and discussed needs and educational resources.

EDUCATIONAL PROGRAMS TAUGHT

NOTE: It is common to have overlap/duplication between Educational Programs Taught, and Educational Programs Facilitated especially when you teach a segment of a program which you also facilitated. For example, you facilitated a 6 hour program on working effectively as a team and during the day, you taught a 1 hour segment on communication. The dates, the topic, the audience and location are all the same. The difference comes in how you describe the Educator Role and the Impact. Under Educational Programs Taught, it would be important to address the content which is specific to what you taught in the columns titled Educator Role and Impact.

TIPS:

- Identify the specific topic that was taught in the Subject column. How long was the educational program you taught? Was it 1 hour, 3 hours, etc.? If the same program is taught multiple times, the program can be combined in one row.
- Clearly describe what you did to provide the educational program under Educator Role. What was your role? Did you modify existing curriculum or develop the teaching from scratch? Did you create activities to support the learner objectives? Did you teach the program by yourself or co-teach it with someone? Did you teach a 1 hour segment as part of an 8 hour training?
- Describe the audience, number of participants and location. Were the participants youth or adults? Were they clientele or professional colleagues? How many participated? Where was the program taught? Was it a local program, area program or statewide program?
- The Impact column provides an opportunity to describe what the participants gained from the program. Impact and Outcome are often synonymous. Both focus on the changes or results of the program and fall along a continuum from short term and medium term to long term. They answer the questions “So what?” and “What difference does the program make in people’s lives?”
 - Record general changes in attitude, knowledge, skills, behavior, etc. What did the participants learn? What did the participants say they would do differently after the program?
 - Specific evaluation results can be included in the section on Teaching/Program Evaluation.

Date(s)	Subject	Educator Role	Audience/Number Location	Impact
Jan – Sept, 2016	Water Wise Gardening – 12 programs	Developed and taught a 2 hour session. Modified curriculum to reflect the local conditions.	138 adults, Natrona Co 73 adults, Converse Co 28 adults, Niobrara Co	100% gained knowledge; 85 % plan to implement one new idea

5/17/16 5/3/16	Sports Nutrition: Eating on the Run	Research, planned and presented programs highlighting sport nutrition concepts	Two programs reached 31 individuals 15 youth and 16 adults Sheridan, WY	100% indicated knowledge gained on the importance of proper eating for health and performance. 85% identified a change they will make in their eating habits.
2/12/16	Communication Styles and Causes of Conflict	Developed and taught a 1 hour session which was part of the one day Leadership Assessment Workshop	22 adults Thermopolis, WY	100% of the participants identified personal strategies to improve their communication with co-workers
1/21/16	Winter Nutrient Management for Calves	Co-taught 3 hour workshop with State Beef Specialist	18 beef producers Southeast Area	Participants gained skills to assess nutrition needs, and learned methods to increase feed efficiency with cattle.
11/29/15	4-H Master Volunteer on-line training <ul style="list-style-type: none"> • Safe Environment and Risk Management 	Modified part of a national curriculum on risk management, developed and taught the 1 hour on-line session as part of the entire Master Volunteer Training	8 adult volunteer leaders 3 new County 4-H Educators	Participants learned about the 4 strategies to manage risk; how to plan for safety when planning an educational program; and, how to manage risk in an emergency.
10/15/15 10/23/15	Private Pesticide Certification	Taught two, 2-hour sessions using materials developed by State Specialist. Coordinated publicity with Weed & Pest Supervisor.	38 Albany County Ag producers 17 Goshen County Ag Producers	Producers will handle pesticides in a safer manner and apply the correct amount. 100% of the participants passed the applicator test.

INDIVIDUAL EDUCATIONAL CONTACTS

NOTE: It is easy to confuse the Direct and Indirect Contacts reported on-line and Individual Educational Contacts reported in the annual summary matrix for performance appraisal. The difference is highlighted in the titles. The Direct and Indirect Contacts are ALL contacts () while the Individual Educational Contacts include only those contacts that have an education focus (counseling, weed identification, range or farm visits, etc.). To reduce duplication of numbers, DO NOT include contacts here that have been included in Educational Programs Taught and/or Educational Programs Facilitated. These should be separate contacts not accounted for elsewhere.

TIPS:

- Contacts can be grouped topic
- Dates can be also be grouped if it makes sense to do so

Date(s)	Topic	Educator role	Audience/Number Location	Impact
July and August, 2016	County Fair Preparation	Answered questions, consulted with leaders, provided resources	Sublette County <ul style="list-style-type: none"> • 123 Adults • 59 Youth 	Youth accurately prepare their exhibits resulting in a more positive experience
May 10-15, 2016	Garden Preparation	Answered questions, consulted with gardeners, advised master gardeners, provided resources	39 Adults	Individuals learned how to prepare their garden soil for high yields
Spring and Summer, 2016	Weed Control Issues	Ranch visits to identify noxious weeds and consult on management	3 Adults – Crook County	Ranchers began to develop a plan to control the spread of noxious weeds
On-going year round, 2016	4-H Club management issues	Answered questions, consulted with leaders, provided resources	587 Adults – statewide	Leaders consider a variety of strategies to manage the 4-H club.
On-going year round 2016	Facilitation and Mediation	Education/service provider	30+ SW Area	Building knowledge and providing resources to community members <i>A few individual contacts resulted in training or facilitation opportunities with board and/or organizations</i>

EDUCATIONAL PROGRAMS FACILITATED

NOTE: Educational Programs Facilitated is the section where you highlight educational programs in which you were actively involved in making the program available for clientele. You may or may not have a teaching role during the educational program. The types of educational programs and how they are facilitated can be done in a variety of ways. Examples of facilitating an educational program include scheduling a presenter a 1 hour workshop; organizing a community expo or tour; conducting a camp; working with a steering committee to hold a conference; etc.

If you do teach a segment during the educational program, there will be overlap/duplication between Educational Programs Taught, and Educational Programs Facilitated. For example, you facilitated a 6 hour program on working effectively as a team and during the day, you taught a 1 hour segment on communication. The dates, the topic, the audience and location are all the same. The difference comes in how you describe the Educator Role and the Impact. Under Educational Programs Facilitated, you would address the overall goals and content of the whole program, describing your specific role in the appropriate column.

TIPS:

- Identify the overall topic and describe the program in the Subject column. How long was the educational program? Was it 1 hour, 3 hours, multiple days, etc.? If the same program is offered multiple times, the program can be combined in one row.
- Clearly describe what you did to provide the educational program under Role. Did you chair the planning committee? Did you identify and secure presenters? Did you promote the program and if so, how? Did you secure resources (monetary, in-kind, curriculum, etc.)?
- Describe the audience, number of participants and location. Were the participants youth or adults? Were they clientele or professional colleagues? How many participated? Where was the program taught? Was it a local program, area program or statewide program?
- The Impact column provides an opportunity to describe what the participants gained from the program. Impact and Outcome are often synonymous. Both focus on the changes or results of the program and fall along a continuum from short term and medium term to long term. They answer the questions “So what?” and “What difference does the program make in people’s lives?”
 - Record changes in attitude, knowledge, skills, behavior, etc. What did the participants learn? What did the participants say they would do differently after the program?
 - Specific evaluation results can be included in the section on Teaching/Program Evaluation.

Date(s)	Topic	Educator Role	Presenters	Audience/# Location	Impact
July 2016	Range Tour, one day tour covering 4 different ranches	Contacted cooperating ranches, publicized the tour, registration and developed evaluation	UW State Range Specialist and Area Range Specialist	17 producers and educators from Big Horn Mountain area	Increased awareness and knowledge of new practices. Skill were gained in use of GPS for monitoring
May 2016	NFS In-Depth training	Worked with colleagues to plan topic, locate trainers and venues, and manage logistics of the training	Judy Doherty	8 Extension Educators	Educators gained knowledge in meat science and cookery and culinary food preparation skills to improve programming.
Feb 2016	Leadership Assessment, one day workshop	Recruited and trained 15 volunteers as observers, role players and facilitators. Set up rotation schedule for participants.	Hot Springs County Leadership participants and Community leaders	22 adults Thermopolis, WY	Increased confidence; increased awareness of leadership strengths and weaknesses.
Jan – April, 2016	State Master Gardener Conference, 2 days	Served as advisor to Goshen County Master Gardeners as they made preparations to host the state meeting	Professionals from UW, CSU, and Cheyenne	45 Master Gardeners Cheyenne WY	Increased knowledge and skills in horticultural practices; networking opportunities for master gardeners
Nov 2015	State 4-H Leaders Conference, 3 days	Served on host site planning committee, chaired monthly meetings (4/15-11/15) to determine programs, facility, meals, publicity and evaluation	Volunteer 4-H Leaders, County 4-H Educators, State 4-H Office Staff	Statewide audience: 97 adult volunteers, 54 teen leaders, 12 Educators Lusk WY	Increased knowledge and skills in 4-H project area. Opportunity to network and exchange ideas between counties.

EDUCATIONAL MATERIALS DEVELOPED

NOTE: Include educational materials where you had a significant role as author, co-author. There may be some duplication between Educational Materials Developed and Media and Marketing. Consider the content and the purpose of the information in your decision regarding where to report the effort. If it has an educational component include it here. If it is primarily a promotional piece, advertising up-coming educational programs, activities, events, reporting on contest results, etc. it may more accurately fit in Media and Marketing.

Newletters:

Year	Title	Educator Role	Distribution	Frequency
2014 – present	SE Ag News	Coordinate with 3 area educators, Developed format, contribute articles	1500 area agriculture households by mail and electronic distribution	Quarterly
2013 - present	4-H Daily Blast	Provide information to support staff for the daily e-mail	e-mail distribution to 400 4-H households	Daily
2002-present	4-H Chatter	Author 50% of articles, adapt 50 from other sources; Coordinate overall publication	250 4-H families	Monthly
2001-present	Extension Highlights	Coordinate with Extension educators in office to create publication which highlights educational programs	500 residents throughout Douglas County	Twice a year

Educational Displays:

Year	Title	Educator Role	Location	Number Reached
2016	Food Safety	Worked with Initiative Team to develop concepts; created the poster, and handouts	Platte County Farmers Market Wheatland, WY	350 weekly

2016	Character Counts	Developed display, created bookmarks, coordinated 4-H volunteers and teen leaders to man the display	Sweetwater County Library	Approx. 1500
2015	Weed identification	Developed interactive game for participants to complete, contacted State Specialist for weed identification handouts, and the State Office for promotional materials	Wyoming State Fair Douglas WY	75 youth 55 adults
2015	Vibrancy of Wyoming 4-H Clubs	Co-developed the display, answered questions, provided additional information at the display booth	National Association of Extension 4-H Agents Minneapolis, MN	750 professionals

Video Recordings:

Year	Title	Educator Role	Distribution/Use
2016	Exploring the Nature of Wyoming (ENOW)	Wrote scripts on Fish Stocking and was on camera (host). Helped coordinate travel and filming with Brian Sebade, Ashley Garrelts and David Keto.	Videos are featured on Facebook, and shown on KCWY13. 736 hits on videos I hosted (as of Sept 2014). The viewership of the news program in which the videos are embedded is +10,000.
2013-15	Using a Partial Budget to Make Drought Decisions on a Ranch	Author/presenter	YouTube – total views 341: 81 views in 2015 72 views in 2014 188 views in 2013
2015	Safe Food Preservation Practices	Wrote the script, developed graphics and handouts. Coordinated with C&T employees to post the video.	Video is posted to the UW Extension web site and available to general public
2015	Nothing to Report this Year		

Slide Sets, Overheads, PowerPoint, or other Computer-Generated Programs:

Year	Title	Educator Role	Distribution/Frequency
2016	Cheatgrass Battalion	Researched and created presentation on Cheatgrass to convey most up-to-date information and to fit a 2 hour timeslot	160 people, statewide Presented 6 times
2016	Super Foods Jeopardy	Researched content and created interactive quiz game to serve as program review and evaluation	25 youth in Sheridan
2105	Laramie County 4-H Volunteer Training – Update	10% author / 90% adapted from other sources	Offered three trainings for new 4-H leaders
2015	iPad Apps for Ag	Developed presentation	Presented at Farm and Ranch Days
2015	Board Responsibilities and Good Governance	Modified presentation	Used for Board Trainings in West Area

Web Sites:

Year	Title	URL	Educator Role	Distribution/Use
2016	Nutrition and Food Safety Team Blog	http://www.uwyoextension.org/uwnutrition/	Research and develop relevant BLOG on nutrition and food safety topics (400-600 words)	Posted 5 blogs - received 7,854 views from Jan 1- Sept 30, 2015
2016	Laramie County 4-H Facebook Page	www.facebook.com/pages/Laramie-County-4-H	Post updates and announcements to the page	5000 County and State residents/Members
2015	Ranch Tools	www.uwyoextension.org/ranchtools	Developed complete website with 7 tools, examples and instructions. Authored 5 of 6 factsheets featured on website.	World Wide Web, 1288 hits, Oct, 2014 – May 2015
2015	New Leader Orientation	www.wyoming4h.org Volunteer Leader Resources	Developed 6 on-line orientations which adults must complete prior to being approved as a 4-H Volunteer Leader.	

Brochures/packets:

Year	Title	Educator Role	Distribution/Use
May 2016	4-H Livestock Projects – the Real Cost	Created the brochure	Distributed to potential buyers at the junior livestock sale
Mar 2016	Wyoming Master Stockman Ranch Management Institute	Created the brochure to market the program	Distributed through local ag agencies and organizations; ag producers e-mail distribution list; County 4-H Newsletter
Jan 2016	Digging Into Soil: It’s Alive!	Compiled packet of educational materials for use in Soil Biology Education. Modified according to time available and focus of class.	40 middle school students Thermopolis Middle School, and Cloud Peak Afterschool
Nov 2015	Super Foods Brief Factsheet and Recipes	Research content and developed series of four handouts with nutrition information and recipe links	Distributed to city employees as a wellness challenge. Recipe links were accessed 77 times.
Oct 2015	CDE Team Government Training Fact Sheet	Updated information and layout	100 copies were distributed at the WACO Convention

MEDIA AND MARKETING

NOTE: Media and Marketing includes distribution of information through the newspaper, radio, TV, social media, etc. There may be duplication between Educational Materials Developed (specifically with video recordings and web sites) and Media and Marketing. Consider the content and the purpose of the information in your decision regarding where to report the effort. If it is primarily a promotional piece, advertising up-coming educational programs, activities, events, reporting on contest results, etc. it may more accurately fit in Media and Marketing. If it has an educational component include it in Educational Materials Developed.

TIPS:

- Contact newspaper editors and radio/TV stations for circulation numbers.
- If you have a weekly or frequently published news column, radio show, or TV spot provide a FEW examples to demonstrate the variety of publicity. It is not necessary to list every article printed or aired.

News Columns:

Date	Topic	Educator Role	Frequency	Publication(s)/Circulation
2015-16	4-H Information	Wrote and submitted articles promoting 4-H enrollment and advertising 4-H events/activities	Monthly	Wyoming Tribune Eagle 18,500 Sunday Circulation

Special news releases:

Date	Topic	Educator Role	Publication(s)/Circulation
5/15/16	Apply Now for Uinta County Leadership Institute	Authored news release, provided photos of past class	Distributed to local papers Uinta County Herald / 3,200
4/27/16	Wyoming Master Stockman Ranch Management Institute	Author	5 Press Releases – all published in various newspapers and magazines, including the Wyoming Livestock Roundup

2/27/16	Washakie County Conservation District sponsors small acreage workshop	Co-authored the article	Northern Wyoming Daily News / 4,000
10/7/15	Sublette County 4-H Afterschool Programs Receive United Way Grant	Authored the article	Sublette Examiner / 2,500

Radio/Television:

<u>Date</u>	<u>Topic</u>	<u>Educator Role</u>	<u>Potential Contact</u>
5/13/16	Youth Entrepreneurism	Worked with First Bank to sponsor radio spot on the 4-H Youth Business Venture contest – recorded spot with former contest winner	KPIN – Pinedale KFRZ – Sublette County
4/22/16	Wyoming 4-H – Wyoming PBS Chronicle	Provided interview information about the 4-H program in WY	100,000 across WY and surrounding states
1/27/16	Pesticide Applicator Dates and Times	Prepared and recorded script. Worked with radio station on times to air.	10,000 potential listeners in Big Horn Basin
Oct, Nov, Dec 2015	Difficult Conversations	Developed the script and presented the program on the radio	Up to 50,000 listeners in Southwest WY and Northern Utah
2014-15	Livestock Market Report Weekly Radio Program	Wrote, Recorded, Produced 52 Programs	15,000 98.3 FM and 99.1 FM

COLLABORATION OR INTERAGENCY COOPERATION

NOTE: List agencies, organizations, and/or groups you have collaborated or cooperated with in your role as an Extension educator. These efforts should result in an educational activity.

Date	Agencies/Groups	Educator Role	Topic	Purpose/Impact
8/20/16	Collective Monitoring- UW Extension; NRCS; BLM	Established monitoring location in Big Horn County after consulting with agencies. Gathered materials and arranged time for cooperators to meet, establish transects and collect data. Entered data collected.	Wyoming Collective Monitoring Project	This will be a long term monitoring project. Data will be collected yearly and statewide data will be compiled. Results will be shared with agencies, producers and stakeholders. Partners will help each year and consider adding sites.
Jan-May, 2016	Sheridan County Wellness Council	Planning committee member	2 nd Annual Sheridan Woolsey Wellness and Film Festival	Participants learned valuable wellness principles and the skills to implement these principles across all eight dimensions of wellness.
Aug – Dec 2015	Evanston Urban Renewal Agency, City of Evanston, The Local Crowd LLC, Ana’s on Main, Serendipity, and Moonflower Yoga	Served on a committee to help plan and implement a crowdfunding pilot project in Evanston.	Crowdfunding Pilot Project	Committee participated in a pilot project to determine the effectiveness of online crowdfunding as a financial strategy for small business. Three local businesses participated in the project and so far they have raised over \$6,000.
Ongoing, 2015-156	Community Forces for Military Youth	Participate in group meetings to network and share resources between community organizations that support military youth	Positive Youth Development	Provide resources and support for military youth and families. Network with other youth organizations in Cheyenne that work with military youth. Help share activities and support resources to increase the exposure military youth have to these opportunities.
2015	Utah State University, University of Idaho	Presenter, Organized and Shared Resources	Tri-State Range & Livestock Tour and Symposium	Increase knowledge of range management practices

TEACHING/PROGRAM EVALUATION

NOTE: Teaching/Program Evaluation provides an opportunity to describe what the participants gained from the program. Impact and Outcome are often synonymous. Both focus on the changes or results of the program and fall along a continuum from short term and medium term to long term. They answer the questions “So what?” and “What difference does the program make in people’s lives?” Evaluations should represent major programs conducted during the year. Identify the program and describe the evaluation methods in the Rating Criteria column and the results/impact in the Rating Column.

TIPS:

- Written evaluations (pen/paper or on-line), phone surveys, personal testimonials, individual interviews, etc. are all examples of evaluation methods
- Include the scale or rating used to measure educational impact or evaluate teaching.
- Record changes in attitude, knowledge, skills, behavior, etc. What did the participants learn? What did the participants say they would do differently after the program?
- Including a few select quotes from participants adds validity to the rating.

Date	Topic	Rating Criteria	Rating
2014	Safe and Nutritious Home Food Preservation.	Retrospective pre-/post- evaluations	<p>48 retrospective pre-/post- evaluations were completed.</p> <p>Most participants were very satisfied with the relevance of information (rated 3.8/4), instructor presentation quality (rated 3.9/4), and overall workshop quality (rated 3.8/4). 95% of participants indicated an increase in knowledge, with average knowledge rating of 2.3 (low) before the workshop increasing to average knowledge rating of 4.3 (high) after the workshop. Most participants surveyed (83%) indicated</p>

			intentions to adopt important food safety practices such as proper venting (when pressure canning), correct altitude adjustments, and following tested recipes.																		
2015-16	ServSafe Food Safety Manager Training and Exam	National certification exam offered at the end of the class.	Participants learned valuable food safety principles and skills necessary for preventing foodborne illness. Certified 66 area food service workers in safe food practices with average passing test score of 85%.																		
5/13/2016 - 4/1/2016	Building Farmers and Ranchers in the West, 8 Week Course	<p>Pre-evaluations: n=8 I have a business plan for my operation. A business plan should be developed prior to implementing crop/livestock production. (1= strongly disagree, 5= strongly agree)</p> <p>Post-evaluations: n=7 I completed a viable business plan during this course.</p> <p>How much did you learn about the following subjects: A great deal=5, Quite a bit=4 Some=3 A little=2 Nothing=1</p> <table border="1"> <tr> <td>Developing business plans</td> <td>4.6</td> </tr> <tr> <td>Assessing new markets</td> <td>3.7</td> </tr> <tr> <td>Targeting viable customers for products</td> <td>3.7</td> </tr> <tr> <td>Maintaining financial records and budgeting</td> <td>4.1</td> </tr> <tr> <td>Where to obtain loans/funding</td> <td>4.1</td> </tr> <tr> <td>Keeping records for taxes</td> <td>4.3</td> </tr> <tr> <td>Working with employees/family</td> <td>3.4</td> </tr> <tr> <td>What insurance your operation needs</td> <td>3.1</td> </tr> <tr> <td>Communication for transitioning</td> <td>3.3</td> </tr> </table>	Developing business plans	4.6	Assessing new markets	3.7	Targeting viable customers for products	3.7	Maintaining financial records and budgeting	4.1	Where to obtain loans/funding	4.1	Keeping records for taxes	4.3	Working with employees/family	3.4	What insurance your operation needs	3.1	Communication for transitioning	3.3	<p>1 out of 8 responded Yes</p> <p>Average = 4.4</p> <p>Yes (1); A Good Start (3); No response (3)</p>
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		management	
		Overall Average	3.8
		I feel like I can use at least 80% of the materials from this course in my current or future operation.	
		I feel like I can use at least 40% of the materials from this course in my current or future operation.	71% responded Yes
		In the next year, I plan to do the following things with my business (related to this class:	100% responded Yes
		<ul style="list-style-type: none"> - <i>Finish the business plan. Follow the goals, follow the budget. Consider putting the land and house into a different LLC than the operation.</i> - <i>Dealing w/market ebb and flow and seasonal changes to better market products. Finding an appropriate tax advisor/accountant. Finding affordable labor.</i> - <i>Fine tune every 4-6 months. Revise plan as needed annually. Determine lease and tax and insurance needs as we more fully establish our business.</i> - <i>Follow a more structured business plan. Be aware of more options available to make a more profitable business.</i> - <i>Either sell off my cows or increase my herd. Get better haying equipment ie. swather, baler, tractor, and stacker.</i> 	
		Other comments:	
		<ul style="list-style-type: none"> - <i>This was extremely helpful as my partner and I prepared to move and assume responsibility for a fallow family ranch operation.</i> - <i>Very good class- I feel like I know enough to do it over again!</i> - 	

2/13/16	Master Volunteer Training	<p>Retrospective post-then-pre evaluation asked participants to self-report their understanding of concepts presented in the training. The rating scale included the following options:</p> <ul style="list-style-type: none"> • Completely Disagree • Disagree • Neutral • Agree • Completely Agree <p>The evaluation also included a section which allowed participants to express what they especially liked, what might be better if..., and general comments.</p>	<p>100% (n=11) of the participants indicated an increase in their understanding of and ability to apply all of the concepts presented. The two concepts with the highest change in average included:</p> <ul style="list-style-type: none"> • I can generate discussion question to guide youth through the experiential learning process • I can choose appropriate activities that teach mastery to youth <p>Selected comments from the evaluation are highlighted below:</p> <p><i>“I especially liked the hands on activity as a way to allow everyone to express their own ideas about the same topic”</i></p> <p><i>“I liked learning about ways to help your kids feel part of the group”</i></p> <p><i>“This is a good reminder to follow through with activities all the way to the apply stage”</i></p>
Sept 9, 2015	Leading Up, Down & Sideways	Likert scale (1 Strongly Disagree/Very Poor; 5 Strongly Agree/Excellent)	<p>100% of attendees rated the program as Very Good or Excellent</p> <p>Comments:</p> <ul style="list-style-type: none"> • <i>I have a better understanding of why I drive my wife and colleagues nuts sometimes. Now I have some ideas how to clearly communicate with them.</i> • <i>The theory behind this assessment</i>

			<p><i>gave me confidence in my results. I'm excited to apply this to my family and friends!</i></p> <ul style="list-style-type: none"> • <i>The activities were really eye-opening for me. I learned a lot about our group.</i>
Jan-June 2015	Youth Quality Assurance Level I and II/III (composition of all classes taught)	1-5 (1 being strongly disagree; 5 being Strongly agree)	<p>This YQA program has helped me understand how to better care for my animal: 4.91</p> <p>I feel confident in raising my market livestock project: 3.84</p> <p>I learned at least three new things during this program? 4.88</p> <p>84% of youth passed 10 question YQA review quiz with 90% or better</p>

PUBLICATIONS/ARTICLES

NOTE: Include publications and articles which have been peer reviewed in this section. List only those in which you are an author or co-author. If you only reviewed the article, or were named by a specialist in a research report but did no writing, do not list it here.

Date	Title	Educator Role/Purpose	Distribution
2016	Ranch Management Institute provides rancher in-depth information	Author	University of Wyoming Impacts 2015
2016	B-1265 Rangeland Plants: Wyoming Tough	Lead person for Range team in creating this book. Worked with team members to brainstorm layout, create content, write content and gather pictures. I went through several rounds of edits and ok'ed final product.	In Press
2015	“Working with Every Personality”	Author	Enterprising Rural Families Newsletter, 68 subscribers internationally
2015	American Youth Leadership Program with Samoa: Accomplishments, Successes, Connections.	Wrote article based on evaluation data collected to disseminate program results and impacts achieved	US Department of State, stakeholders, and general public
Fall Issue 2015	Seed saving steps secures satisfying sequels	Researched material, wrote article and did edits.	Barnyards & Backyards Magazine / 3,600

APPLIED RESEARCH

NOTE: Include applied research and demonstrations which disseminate research.

APPLIED RESEARCH TIPS:

- Clearly describe your role in the research effort (Primary PI, or providing assistance for the research project - contacting cooperators to participate in field research, assisting with gathering weights for cattle on production tests, managing test plots, analyzing data, and writing reports are examples of roles)

Date	Topic	Educator Role	Funds	Purpose/Impact
2013-present	Impact of grazing sheep during lambing on sagebrush	Researcher	\$0	Determine if early spring grazing of sheep or antelope winter grazing is the cause of sagebrush die off on a producers allotment
2011-12	Economic Impact of the Wyoming Master Cattleman Program	Researcher	\$3,000	Assist the Western Center for Risk Management Education in Determining the Economic Impact of their Grant Funded Programs
2013-15	Strengthening Clubs to Promote Positive Youth Development	<p>Co-investigator with Christine Wade, Warren Crawford, Robin Schamber, Dawn Sanchez, and Alex Malcolm</p> <p>Worked with state-wide 4-H initiative team to collect data from individual 4-H clubs utilizing National Institute of Out of School Time's Assessment of out of school programs tool adapted for 4-H. Also collected data from individual members using the <i>Positive Youth Development Inventory</i> survey</p>	<p>\$10,000 State 4-H Initiative Team</p> <p>\$3,500 Wyoming 4-H Foundation</p>	<p>Our objective is to determine how quality features of and experiences in rural structured Out of School Time programs are linked with positive youth development The project will be implemented in three phases encompassing:</p> <p>Phase 1 - a state-wide needs assessment that takes a snapshot of the entire Wyoming 4-H program from stakeholders' perspectives.</p> <p>Phase 2 - Gather research on the vibrancy of Wyoming 4-H Clubs in relationship to the 8-essential elements of youth development and</p>

		tool.	<p>gather data on youth skills in relationship to 8-essential elements utilizing ATP-O tool. Baseline data will be utilized to create targeted resources for areas of improvement identified by ATP-O tool.</p> <p>Phase 3 – Utilize the individual Positive Youth Development Inventory tool with youth age 12+ in the clubs observed with APAS tool. Individual youth outcome data will be analyzed with ATP-O data to determine if a relationship exists amongst clubs found to provide an environment favoring 8 essential elements and youth exhibiting positive youth outcomes</p>
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COMPETITIVE GRANTS

NOTE: Include grants submitted which will be selected based upon a competitive process. Funders could be the University, UW Extension, local, state, or federal partners.

TIPS:

- Clearly describe your role as author, co-PI, team member, reviewer, etc.
- Include all grant applications submitted even if they were not selected for funding.

Date	Granting Source	Purpose	Funds Requested	Funds Received	Educator Role
2016	UW Ag Experiment Station	Genetic and Genomic Research for Beef Cattle. Where's the Economics?	\$84,877	\$84,877	Team member
May 2015	4-H Foundation/ Wyoming 4-H Entrepreneurial Leadership Mini-Grant Program	To support and grow the Youth Business Ventures contest in Uinta County.	\$1,000	\$1,000	Served as Principal Investigator. Wrote grant and will partner with 4-H Educator to guide and direct advisory council and the contest.
Aug 2015 – May 2019	Wyoming Department of Ag – Rangeland Health and Assessment Program	To fund a rangeland monitoring program on a Forest Service allotment.	\$15,600	\$15,600	Wrote grant and worked with partners to obtain required documentation. Received grant and will administer monies. Planned a time to tour allotment, talk about range monitoring techniques and collect data. Will continue to work with partners to hire intern, arrange dates, collect data, analyze data and complete reports.

FUND RAISING, DONATIONS & RESOURCE ALLOCATIONS

NOTE: Include resources secured to support county or area programs. Examples might include funds for a meal offered during educational program, resources for county office, or 4-H awards.

Date	Donation Source	Purpose	Resource Requested	Resource Received	Educator Role
5/17/16	Western Ag Credit	Sponsorship of Evanston Annie's Project	\$500	\$500	Co-requester and facilitator
5/10/16	County Conservation District	Provided scholarship to attendee of Annie's Project	\$55 (value of one registration fee)	\$55	Wrote letter to board requesting support. Wrote thank you letter.
2/28/16	Laramie County 4-H Carnival Fundraiser	Raise money to run the Laramie County 4-H program throughout the year.	N/A	\$4,715.76	Plan and facilitate 4-H carnival fundraiser
11/12/15	Uinta BOCES #1	Uinta County Leadership Institute—marketing materials	\$500	\$500	Worked with BOCES to communicate marketing needs and solicit donation. Received not only free printing of our materials but also in-kind help from their marketing person to redesign our brochure.

ADMINISTRATION/LEADERSHIP

NOTE: Include responsibilities which demonstrate leadership roles as county coordinator, program leadership (such as initiative chair or issue team chair), CNP county supervisor, or development of program budget as part of county budget.

2015

Serve as County Coordinator:

- Participate in County Commissioner Department Head and Budget meetings and serve as Extension liaison.
- Attend and facilitate quarterly Commissioner Update meetings with county commissioners and Extension Staff.
- Manage County budget throughout the year, including allocation of resources and management of purchases.
- Coordinate with other departments to cover facility needs such as maintenance, cleaning, and IT.
- Perform annual performance evaluations of administrative employees.
- Help coordinate Civil Rights audit and ensure Civil Rights are being followed.

Oversee County 4-H Program

- 330 Members and 54 Adult Volunteers
- 4-H Committees: serve in ex-officio capacity to committees addressing Horses, Shooting Sports, and Livestock Sale.
- Work with volunteer committee and club leaders to plan and implement annual 4-H Carnival fundraiser.
- Manage budget and funds for County 4-H program, comply with IRS requirements, and complete IRS reporting for all clubs and accounts related to 4-H.
- County Fairboard: Serve as liaison between County Fairboard and 4-H Program staff and attend monthly meetings.
- Focus on working with club leaders to comply with IRS reporting requirements and Wyoming 4-H Club Chartering standards.
- Work on training and managing volunteers to facilitate a successful 4-H program.
- Supervise a 4-H Summer Intern including screening applicants, interviewing if necessary, working with them to determine their projects and workload, teaching them about the 4-H program, assisting with the completion of their portfolio, and submitting grades at the end of the year.

2014

- Serve as the Community Development Education Initiative Team Chair
 - Organized and facilitated monthly team conference calls/webinars
 - Developed and defended budget for CDE team
 - Coordinated and facilitated Winter Work Meeting
 - Led team in successful strategic planning, including a review of statewide 2013 Needs Assessment results
 - Plan and facilitate other in-person meetings
 - Actively participate in CDE Issue Teams.
- Actively participate in the UW Extension State Coordinating Committee.

PROFESSIONAL IMPROVEMENT INSERVICE AND TRAINING

NOTE: List any professional development you have received from the University, Extension or outside sources. It could include conferences, workshops, training sponsored by initiative teams, University required trainings (civil rights, sexual harassment, hiring practices, etc.). Format could include face to face training, on-line webinars, or books read for professional development

Date	Topic	Location	Intended Use
June 21-25, 2016	National Association of Agriculture Agents	Sioux Falls, SD	Increase skills and ability to deliver up-to-date educational programs in ag
April 30 – May 3, 2016	SCAN (Sports, Cardiovascular, and Wellness Nutritionists) Symposium 2015	Colorado Springs, CO	Updated knowledge in nutrition for active living topics relevant to initiative programming.
March, 19, 2016	Marketing in Cheyenne	Cheyenne, WY	Attend training by the Greater Cheyenne Chamber of Commerce and Visit Cheyenne to gather information on marketing outlets and options in Cheyenne and surrounding areas.
Nov 2015	Writing Effective Impact Statements	eXtension on-line course	Improve personal skills in the development and writing of impact statements.

PROFESSIONAL ASSOCIATIONS

NOTE: Include professional associations and organizations to which you belong. NACCA, NEAFCS, NEA4-HA, ESP, NACDEP, ADA, SRM, etc. Indicate years of membership and leadership roles – offices held, committees which you served.

Organization	Involvement

AWARDS & HONORS

NOTE: These should be professional, work related awards presented by Extension, professional associations, or your community.

Date	Awarding Organization	Award/Honor

WORK RELATED SERVICE

NOTE: Work related service is providing *service* to Extension and/or the university in some capacity. Include UW and Extension committees (i.e. Civil Rights, EPIC, ET&P, Serving on Initiative Issue Teams, State Initiative Team, Evaluation Committee, State, County or Area Search Committees). This is also the area to report fair judging, state fair activities, etc.

Date	Committee/Activity	Role
Sept 2015-present	Extension/R&E Center Collaboration and Integration Working Group	Member
2010-present	Western Region Extension Marketing Committee	Wyoming representative – Chair 2011-2012, Chair 2014 - Present
June 24-26, 2015	4-H Showcase Showdown	Help plan and implement Public Speaking Contest, support Laramie County youth during Showcase Showdown.
2016	ET & P State Level Review Committee	Review documents submitted for Extended Term and Promotion

PUBLIC SERVICE

NOTE: Include community organizations or volunteer efforts you are involved with (i.e. Rotary Club Secretary, United Way Volunteer, School Board Member, Soroptomist Club President, etc.)

Date	Committee/Activity	Role