

Renewable Natural Resources Education

Improving the Environment and the
Productivity of Forests and Rangeland
Through Extension Education

A report to Congress on the 1996-2000
Renewable Resources Extension Program,
PL-95-306, Renewable Resources Extension
Act of 1978

Table of Contents

1996-2000 Renewable Resources Extension Act Plan	
Preface	4
Executive Summary	5
History of RREA and Renewable Natural Resources Education	8
Current Need for Renewable Natural Resource Education	9
Cooperative Extension Service's (CES) Role in RREA	10
Linkages with other Renewable Natural Resource Organizations and Agencies	10
General Goals and Policies for 1996-2000	11
Funding and Staffing for Renewable Natural Resources Education	12
Survey of Progress between 1996-2000	13
An Overview of State Objectives for 2001-2004	15
Wide Area Renewable Natural Resources Programming	15
Conclusion	20
Appendices	
A. State Quantitative Data Including: State Objectives for 2001-2004 and State Progress in 1996-2000 State RREA Staff Years by National Objective and Program Component Performance Indicators from 1998 End Results of RREA Educational Programs	
B. RREA Funding per State.	
C. The Renewable Resources Extension Act of 1978\PL95-306.	
D. The Renewable Resources Extension Act Amendments of 1987\PL100-231.	
E. The Renewable Resources Extension Act Amendments Contained in Sections 1219 and 1251 of the Food, Agriculture, Conservation, and Trade Act of 1990 ... PL101-264.	
F. The Agriculture Research, Extension and Education reform Act of 1998	
G. Bibliography	

PREFACE

The Renewable Resources Extension Act (RREA), Public Law 95-306, provides for "... an expanded and comprehensive extension program for forest and rangeland renewable resources." The RREA mandates successive 5-year plans from the Secretary of Agriculture to the Committee on Agriculture of the House of Representatives and the Senate Committee on Agriculture, Nutrition, and Forestry. The plan is designed to: (1) assist Congress and the public evaluate the Renewable Resources Extension Program; (2) stimulate educational programming and natural resources issues identification among state Extension services; and (3) describe how owners and users can be taught to manage renewable natural resources on millions of acres of forest and rangelands.

Funds from the RREA provide a focal point for the Cooperative Extension System's (CES) outreach programs in natural resources. The programs funded by the RREA are the main, non-formal, educational means of informing landowners, natural resource professionals, and the general public about the production, utilization, and environmental quality of the nation's renewable natural resource base. Additionally, the RREA funds provide the mainstay for Extension's natural resources educational programming to youth, urban forestry professionals and public policy officials.

The following material provides the non-formal education compliment to the natural resources needs identified in two USDA assessments. The first is the Resource Assessment of the Forest and Rangeland Renewable Resources Planning Act of 1974. The second, is the periodic appraisal of land and water resources provided for in the Soil and Water Resources Conservation Act of 1977. These two assessments provide the scientific connect to the scale and condition of America's natural resources. Moreover, these assessments provide trend data for monitoring natural resources consumption, health, productivity and public attitudes about resource values.

RENEWABLE NATURAL RESOURCES EDUCATION

Executive Summary

This report is the result of a yearlong survey of Renewable Natural Resources Educational Programming conducted by the Cooperative Extension Services (CES) at the nation's 1862 land grant universities. The survey was set to coincide with the Fiscal Year 2000 reporting requirements of the Renewable Resources Extension Act (RREA).

USDA's Cooperative State Research, Education, and Extension Service designed the survey to get information about the magnitude and affect of the Cooperative Extension Service's renewable natural resources educational programming. Additionally, the survey was designed to learn about fiscal leveraging values of the RREA as well as emerging natural resource issues confronting the Cooperative Extension System.

Natural resources educational programming is one of seven base programs for the CES. The federal funding impetus for natural resources programming within the Cooperative Extension structure is the Renewable Resources Extension Act (RREA). Consequently, this report doubles as a natural resources educational programming survey report, and the RREA's five-year Plan of Work. The latter part, the Plan of Work, contains information on FY's 1996 – 2000 educational accomplishments, and highlights the CES' natural resources educational plans for FY 2001 – 2004.

Like its predecessors, this RREA Plan of Work focuses on improving the environment and the productivity of private forests and rangelands through Extension education. Extension is a reliable educational source for many private forest and rangeland owners, managers, and users and the RREA program provides the locus for Extension's involvement. The education provided by the Extension System enables forest and rangeland owners, managers and users to better care for the nation's bountiful renewable natural resources, with emphasis on those owned and managed by the private sector. Through leverage a modest federal appropriation of slightly more than \$3 million per year returns a \$30 million renewable natural resources education program annually.

The CES is a federal-state-county partnership composed of the Cooperative State Research, Education, and Extension Service – USDA, the 1862, 1890 and 1994 land-grant universities and county governments. The states and subsequently the counties conduct their own renewable natural resources education program, with approval by USDA. Appendix A of this report contains state RREA plans for 2001 - 2004, and selected RREA progress information for FY's 1996 - 2000. This assortment of state and county plans and accomplishment reports constitutes Extension's educational activities for RREA's five National objectives --- *production, environment, utilization, environmental education, and continuing education*.

The Renewable Natural Resources Extension Program

A five-year accomplishment report/plan of work is required by the Renewable Resources Extension Act's original legislation. Within this report are updates on, and visions for educational activities supporting the five national objectives, and sensitivities towards the 1990 Farm Bill's increased emphasis on environmental education and urban and community forestry.

The National Objectives:

Five interrelated objectives assure a balance of educational programs designed to sustain and enhance America's renewable resources base. The objectives are:

- ? To improve the production of renewable resources...
- ? To protect and improve the environment on renewable resource lands...
- ? To bring about more efficient utilization of renewable resource products...
- ? To conduct a comprehensive renewable resources and environmental education program...
- ? To provide continuing education to renewable resource professionals...

The State Objectives:

The states, working through myriad advisory groups, plan and conduct educational programs in support of the five national objectives. Their plans, although broad in scope, are specific enough to provide insights into targeted audiences and target audience learning objectives.

Program Actions:

The Cooperative Extension Systems Educational programs are designed to motivate targeted audiences to take appropriate action around an expressed topic. Some general program actions include:

- ? Conducting educational programs to help landowners to evaluate alternative natural resource enterprises,
- ? Producing educational materials, including videotapes and computer software, to help owners better manage renewable natural resources,
- ? Providing the public with research based information thus enhancing citizen participation in decisions that impact renewable natural resources.

Linkages to Other USDA Programs

RREA educational programs are linked to other Extension programs, other USDA Agencies, and to other national priorities. The two most notable examples are the Forest and Rangeland Resources Planning Act (RPA) administered by the Forest Service, and the Soil and Water Resources Conservation Act administered by the Natural Resources Conservation Service. In addition, Extension's RREA efforts are consistent with the goals set forth in many of USDA's contemporary Executive Orders including Sustainable Development, Bio-based Products, and Invasive and Exotic Species.

Staffing and Funding for Extension's Renewable Resources Program

The RREA appropriation attracts additional fiscal resources from state, county and private sources. Since its inception in 1979 the number of staff years devoted to RREA-type programs nationwide have increased from 332 to 728. In 1999 RREA's \$3.192 million was supplemented by more than \$30 million from other sources.

Accomplishments

Appendix A highlights progress in renewable resources education for 1996 – 2000 for each state. A few examples are:

- ? Alaska Extension produced videos about Forestry in Alaska, People and the Forest, and Zig-Zag Yarders, and also conducted demonstrations on cable yarding systems.
- ? Mississippi State University Extension conducted 294 training sessions for 8,200 logging contractors and logging employees.
- ? Purdue University's Forestry and Wildlife Extension developed 32 new publications, conducted 54 landowner workshops, and assembled a Woodland Steward Website.
- ? Oregon State University Extension trained more than 200 Master Woodland Manager Volunteers who return more that 12,000 educational contact hours annually.
- ? Pennsylvania State University provided leadership to the state's urban and community forestry and forest stewardship programs by employing 5 regional agents, and conducting more than 50 landowner workshops.
- ? New Mexico State University Extension conducted 11 invasive species demonstrations for rangelands and trained over 150 ranchers and managers in land monitoring techniques.

Conclusion --- Education Leads to Wise Use of Renewable Resources

Extension education programs provide an excellent opportunity for sustaining production and for enhancing the environment on the nation's private forest and rangelands. Through education, renewable resource lands can be better managed and used to serve both private owners and public users of the goods and services these lands produce.

I. History of RREA and Renewable Natural Resource Education

The impetus for the RREA can be traced back to Rachel Carson's Silent Spring in 1962. With the release of this document the nation became more aware of the need to protect the environment. Moreover, there was increasing recognition for the role of education in helping resource owners and resource users understand the environmental consequences of their actions, and the many benefits a strong renewable resource base affords society.

Responding to these sensitivities, Congress, in 1964, established a Public Land Law Review Commission to study the nation's public lands. The Commission's, 1970, comprehensive report, One Third of the Nation's Land, recommended policies for the federal government relative to federal land. To implement some of the recommendations, Congress passed the Forest and Rangeland Renewable Planning Act of 1974 and the Soil and Water Resource Conservation Act of 1977. These Acts set forth planning processes which are still in place for the public lands managed by the USDA Forest Service and the private and public land impacted by USDA Soil Conservation Service (now, Natural Resources Conservation Service).

Simultaneously to the time Congress was establishing policies for the Nation's publicly owned land and water, it was also concerned about the environment on the Nation's privately held resources. As a result, Congress created the Environmental Protection Agency (EPA), and the President's Council on Environmental Quality.

Much of the environmental legislation enacted by Congress in the early 1970s established costly regulatory programs to protect the environment. A notable exception is the RREA. The RREA, authorized at \$15 million per year, was designed to provide renewable resources educational programs for private forest and rangeland owners and also for "consumptive and non-consumptive users of [both public and private] forest and rangeland" through State Cooperative Extension Services at land grant universities.

Specifically, the RREA provided for "an expanded and comprehensive extension program for forest and rangeland renewable resources". The funding authorized in 1978 was intended to provide a "critical mass" of extension specialists in every state to deliver natural resources educational programs to over five million forest and rangeland owners and managers, as well as the users of these resources. Had the RREA been fully funded, it would have provided less than \$3 of federal funding per landowner, per year for educational programming. Although educational programs are capable of reaching relatively large numbers of constituents at relatively low costs (compared to expensive direct assistance or cost-sharing programs), the \$15 million authorization was clearly not adequate given the number of constituents.

Although the RREA legislation received bipartisan support in the Congress and strong support from the natural resources community, appropriations for RREA received only limited support within Extension and within USDA, and none from the Carter Administration. It was not until 1982 that the first RREA funds were appropriated - \$2 million rather than \$15 million. The 1982 appropriation was distributed to states based on a formula developed by the Extension Committee on Organization and Policy (ECOP). A key consideration for developing the formula was direction in the RREA authorization language "...according to the respective capabilities of their private forest and rangeland for yielding renewable resources and relative needs for such resources..." As a result of the formula and the initial appropriation only twenty

eight states received more than the \$20,000 base allocation. Those states, having greater renewable resource capabilities, received additional increments up to a maximum of about \$74,000 for the highest ranked state (Georgia). Obviously, this level of funding fell far short of being able to provide a critical mass of extension specialists in each state since a single position would have cost about \$40,000. In spite of the federal fiscal shortfall some states were stimulated to add additional funds to their federal RREA allocation so that they could mount more ambitious RREA programs.

Congress did not increase the RREA appropriation in 1983 and 1984, but did instruct the Federal Extension Service to target the program to states having the greatest capacity for extension/outreach and a substantive natural resource base. In order to provide more funds for the higher ranked states without an increase in appropriation, seventeen lower-ranked states were temporarily dropped from the program. These states were returned to the allocation process in 1988 when the appropriation was raised to \$2.765 million. The pinnacle for RREA funding occurred in FY's 1994 and 1995 with \$3.341 million. This level of funding allowed the Cooperative State Research, Education, and Extension Service to increase the base to \$45,000 per state and set the maximum at \$104,000 per state. RREA appropriations have declined slightly since 1995. The RREA authorization remains at \$15 million in 1978 dollars, so the funding level is still far short of the authorization level and has not even come close to offsetting inflation.

II. Current Need For Renewable Natural Resource Education

Approximately two-thirds of the United States can be classified as forest or range land. The number of persons owning these lands has increased dramatically from 5 million to 10 million since the inception of RREA. The increase in number of private ownerships presents a significant challenge to the Cooperative Extension System and suggests a need for reallocation of Extension resources. Moreover, the change in land ownership patterns has brought about new and increasingly complicated issues that need to be addressed in order to maintain environmental integrity and sustainability. These issues include but are not limited to:

- ? Forest Fragmentation
- ? Forest Resource Utilization
- ? Wildlife Management Issues
- ? Urban Rural Interface Issues (including wildfire control and management)
- ? Ecosystem Diversity
- ? Water Quality and Quantity

The Cooperative Extension System will consider the above issues as high priority for the early part of the 21st century. Pursuant to these issues and its educational mission, the Cooperative Extension System will work to assist private landowners, industry, and the public at large to improve the nation's natural resource base. As a result of this process the Extension System, will be a major contributor in shaping the direction of natural resource management and environmental policy in this new century.

III. Cooperative Extension Service's Role in Natural Resources Education

The Cooperative Extension structure applies current research-based information to meet public needs. Through education, extension teaches landowners, policy makers, professionals, and many others to:

- ? Apply the latest technology in order to develop and maintain environmental integrity of renewable natural resources.
- ? Increase both productivity and profitability of natural resource industries and markets.
- ? Develop both fish and wildlife habitat.
- ? Restore and maintain riparian and wetland areas.
- ? Become better informed stewards of renewable natural resources.
- ? Deal with public policy issues involving endangered species, wetlands, wildfire and other resource conflicts.

Extension education motivates audiences to take action. Extension uses skills developed through decades of experience in nonformal, research-based education to effectively reach a particular audience with a particular message. Among the many ways Extension delivers education to owners and users of renewable resource lands are:

- ? Group meetings, such as conferences and workshops.
- ? Individual contacts.
- ? Training “master tree farmers”, “master woodland managers”, “COVERTS” and other volunteers to work with landowners and youth.
- ? Publications and newsletters.
- ? Electronic media including CD-Roms, Software, and Websites.
- ? Correspondence courses.
- ? Demonstrations and pilot projects.
- ? Distance learning (on-line courses and satellite downlinks)

IV. Linkages with other Renewable Natural Resource Organizations and Agencies

RREA planning is coordinated with other USDA natural resource plans. The 1990 Forest and Rangeland Resources Planning Act (RPA) Assessment and Program prepared by the USDA Forest Service identifies joint cooperation in the following areas: (1) Private landowner assistance, (2) Well-being of local or regional economies, (3) technology transfer, (4) public education and awareness of renewable natural resource issues and conditions.

The Soil and Water Resources Conservation Act plan, prepared by the Natural Resources Conservation Service, calls for cooperation with Extension to: (1) reduce degradation of range, (2) reduce soil erosion, (3) improve fish and wildlife habitat, (4) reduce atmospheric deposition, and (5) protect wetlands.

In addition to the USDA plans, other federal agencies and private organizations have identified concerns about renewable natural resources.

V. General Goals and Policies for 1996 - 2000

Forty-six states responded to inquiries concerning general goals and policies for this reporting period. The states reported that the most significant benefit to RREA was that it provided “... a **point of focus and forced administrators to engage in natural resource programming.**”

Other commonly cited benefits include:

- ? Fostered program growth with emphasis on environmental education, conflict resolution, youth education and logger education
- ? Promoted new strategic partnerships
- ? Provided fiscal leveraging
- ? Encouraged interdisciplinary programming
- ? Provided for program continuity
- ? Provided critically important funds for operation and maintenance
- ? Provided flexible support for programming central to new and emerging issues

The most frequently cited barriers to RREA activities are:

- ? Lack of natural resource specialists
- ? Lack of natural resource agents
- ? Apathy towards natural resource issues by county agents
- ? Lack of sufficient fiscal resources
- ? Enormous size of non-industrial private forest landowner audience

Of the forty-six states reporting, thirty-four cited a need for increased capacity in Forestry, Range, Wildlife and Fisheries Management, and new capabilities in:

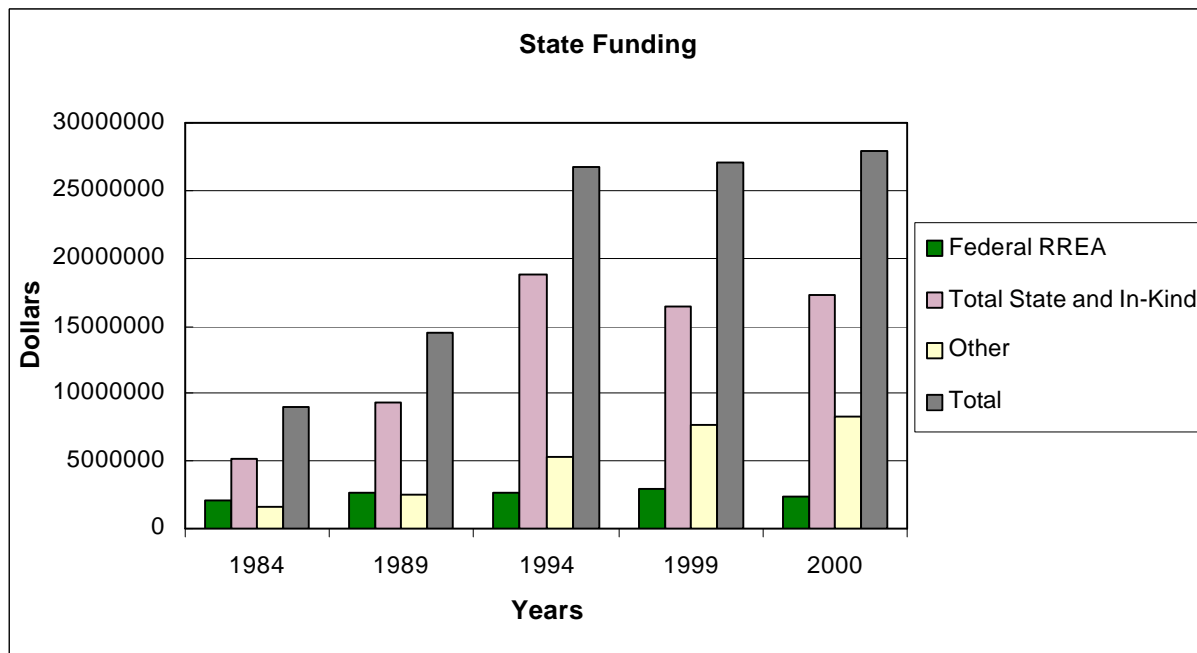
- ? Natural Resource Economics
- ? Forest Health (Entomologist – Pathologist)
- ? Forest Products Utilization and Marketing
- ? Hydrology and Wetlands Ecology
- ? Urban Forestry
- ? 4-H and Youth
- ? Hardwood Silviculture

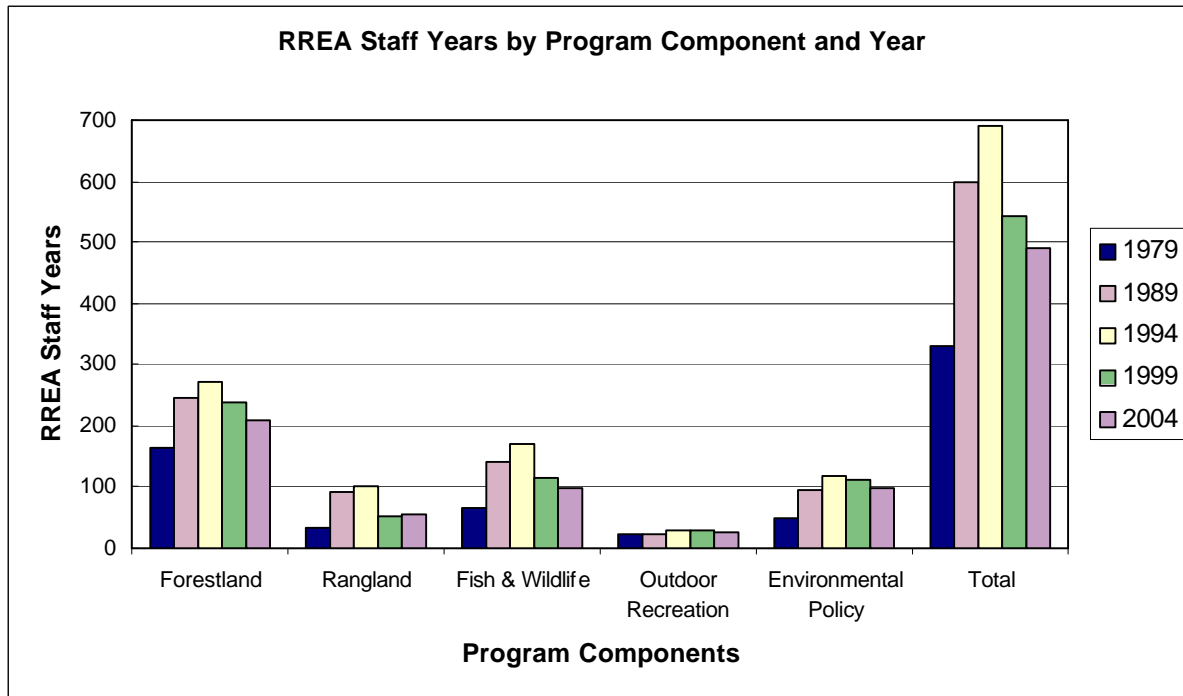
Finally, the states reported a good interaction with stakeholders and advisory committees.

VI. Funding and Staffing for Renewable Natural Resources Education

RREA was authorized at \$15 million when passed in 1978. The first appropriation in 1982 was only \$2 million. The largest appropriation, \$3.341 million, came in FY's 1994 and 1995. Meanwhile, the Consumer Price Index (CPI) rose to 168.7 from 62.5, a 270 percent increase. If the 1978 authorization and the 1982 appropriation had kept pace with inflation the authorization would be at \$40.5 million and the appropriation \$5.4 million. Fortunately, states are able to leverage funding received by RREA to increase their impacts from RREA programs. In 1999 the states leveraged their modest federal funding 900 percent.

Natural Resources staffing increased from 332 full time equivalents (FTE's) in 1979 to 689 in 1994, an increase of nearly 108%. However, between 1994 and 1999 this number only rose to 728 an increase of 5.5%. Despite slower growth in number of staff, results from the RREA have continued to grow.





VII: Survey of Progress between 1996 - 2000

Survey Method

To evaluate RREA funded extension programs at the land grant colleges and universities Program leaders (Forestry, Rangeland, Wildlife, Wood Products, and Environmental Education) from USDA's-CSREES-NRE unit developed a survey to coincide with the Fiscal Year 2000 Planning Process.

The survey sought information about the effect of renewable resource education; specifically how much money was spent in delivering the program, the activities and methods used to deliver educational programs, and the number of people reached, and their reactions. The survey also wanted to establish if there were new policies or practices being utilized to implement educational programs. The last piece was to look at the end results, the outcomes resulting from educational program policies and practices.

The survey incorporated accomplishment reports that had been completed in the past by the states with a new RREA Self-Assessment section. The RREA Self-Assessment was especially created to help identify current issues and future needs in the extension programs by the states.

The survey contained a list of four attachments, six colored forms, and an instruction sheet. The attachments were:

- ? Attachment A-- a copy of RREA Legislation
- ? Attachment B-- a copy of the individual state FY 1998 Performance Plan for RREA and Current 5-Year Plan along with a booklet about renewable natural resource education

- ? Attachment C-- a FY 1998 synthesis of the RREA
- ? Attachment D--section-by-section instructions for RREA FY 2000-2004 Plan of Work and detailed information on how the six forms are to be answered

The forms were the main focus of the survey as they collected general and specific information about extension Natural Resource Programs from each state and they provided forecast data.

The forms in the survey were to be filled out by the states and returned to USDA-CSREES-NRE. The forms were color coded to make it easier to distinguish each form.

- ? Form 1 is the state's 1996-2000 Objectives and 1991-1995 progress, and a 5x5 matrix showing staff years by program components and national objectives.
- ? Form 2 is a listing of number of persons who have adopted one or more practices within six months of attending a RREA program.
- ? Form 3 lists number of acres of natural resource lands protected or enhanced by clientele as a direct result of RREA programs, number of hours of RREA continuing education received by natural resource professionals, number of hours provided by volunteers in support of RREA programs, and money earned or saved by clientele as a direct result of having applied information from RREA programs.
- ? Form 4 provides a history of funding available for Renewable Resource Extension programs for specific years. The specific areas of funding are total state support and in-kind and other funding for 1984,1989,1994,1999, and projections for 2000.
- ? Form 5 contains the individual program narratives for logger education, Coverts/Masters/Train-the-Trainer, youth environmental education, forest land, rangeland, fish and wildlife, outdoor recreation, and environment and public policy.

- ? Form 6 is a Self-Assessment of 6 components of State RREA Programs. The components are general goals and policies, stakeholder involvement, barriers and benefits from renewable resources extension in the state, principal faculty, additional faculty, and RREA funding.

Survey Results

This survey provided USDA-CSREES-NRE with a wealth of information about State Extension Service programming, and their successes. Overall the initial goals to find out about inputs, activities, people involvement, reactions, practice or policy changes, and end results were answered by the forms in the survey. Each state had different programs to discuss, so data varied.

A common thread among many states was the increase in land area affected by RREA educational activities. In addition to traditional program concepts, the Cooperative Extension Service has fully embraced the use of mainstream technologies for outreach and service. An example of this can be seen by the number of states that reported web based learning, distance learning, and satellite or remote educational programs. RREA in many ways has made it possible for states to explore alternative approaches to renewable natural resource education.

A review of each state's reported progress, reveals that the states met and/or exceeded the objectives set forth in their 1995 report. This aspect of the previous five years provides a positive ambition for natural resource education during the next decade.

VI. An Overview of State Objectives for 2000 - 2004

Objectives for the period 2001 and 2004 were very similar between the states. An emerging trend, however, is the growing emphasis on natural resources sustainability and wood products processing with emphasis on mill efficiency and profitability. Improving the general public's awareness of natural resource issues is also common among states. The increase in urban sprawl over the last five years has resulted in states more fully addressing the issue of urban natural resource management. Because of this, urban resource issues, including public issues education for state and local officials, are more prevalent among state objectives for the years 2000 to 2004.

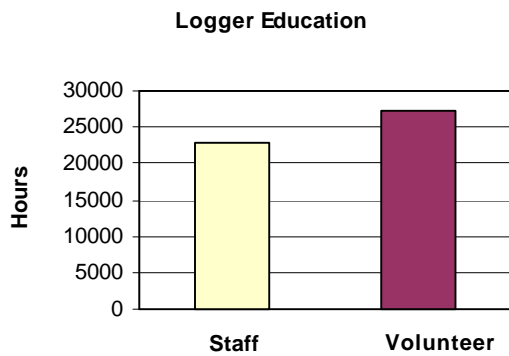
VII. Wide Area Renewable Resources Programming

Wide area programs consist of educational programming around contemporary issues by multiple institutions. During the period 1996 - 2000 we identified seven such programs and asked that the states provide specific information on their program. In many ways a common thread between states in specific areas can create impacts that would not have been possible on a state by state level. The following programs were identified and each state was asked to report both qualitative and quantitative data on the program(s) within their state:

- ? Logger Education
- ? Youth Environmental Education
- ? Range Land
- ? Fish and Wildlife
- ? Outdoor Recreation
- ? Coverts/Masters/Train-the-Trainer
- ? Forest Land
- ? Environmental and Public Policy

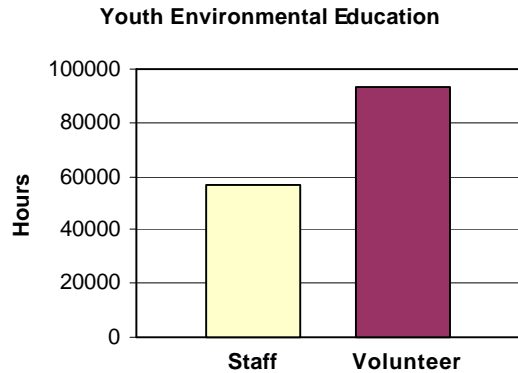
Logger Education:

Twenty-five states reported an ongoing or developing program in the area of logger education. Most programs fall under a title of Master Logger or LEAP (Logger Education to Advance Professionalism). The targeted audiences were loggers, foresters, and forest landowners. The program objectives include improved logger safety, Best Management Practice (BMPs) compliance, silviculture and ecology, business management, and professionalism. The program outcomes include improved safety records, better BMP compliance, timber harvester certification, and improved business efficiency. In 1998, the twenty-five reporting states claimed over twenty-two thousand staff hours and twenty-seven thousand volunteer hours per year.



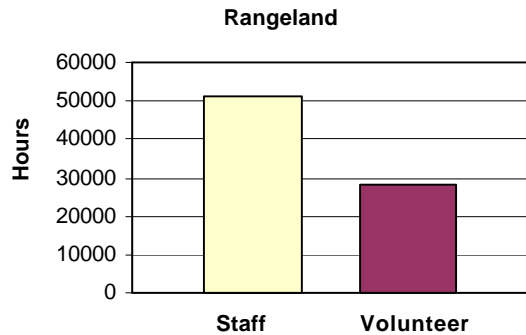
Youth Environmental Education:

Thirty-three states reported programs related to youth environmental education. One objective found within each of the programs was a desire to help young people develop a stronger understanding and respect for the environment. Many of the reporting states indicated multiple pilot programs initiated during this reporting period. As new technologies arise for youth education, the cooperative extension service is embracing these new opportunities. This can be seen through the numerous web sites, CD-ROMs, and other technologies that are aimed to youth environmental education. Over fifty-six thousand staff hours per year were involved in youth environmental education in addition to over ninety-three thousand volunteer hours per year.



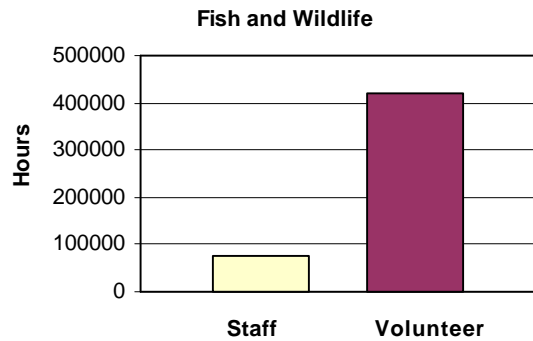
Rangeland:

Thirteen states reported intensive rangeland programs. Topics included financial profitability, grazing systems, and nutrient management. The most prevalent topic among the reported programs was water quality concerns and responsibilities with respect to rangeland management. Over fifty-one thousand staff hours, and twenty eight thousand volunteer hours per year were reported for rangeland programs.



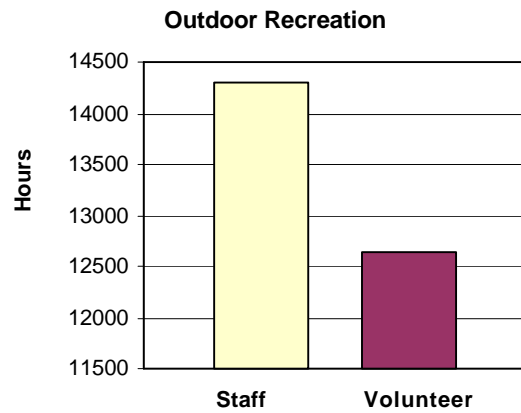
Fish and Wildlife:

Thirty states reported educational programs in support of fish and wildlife management. Even though many of these programs were summarily titled Wildlife Habitat Education Program (WHEP), the issues differed greatly between the states. The most common topics were: habitat management, animal damage control, and biodiversity. Over seventy-five thousand staff hours and nearly four hundred twenty thousand volunteer hours per year were reported for fish and wildlife programming.



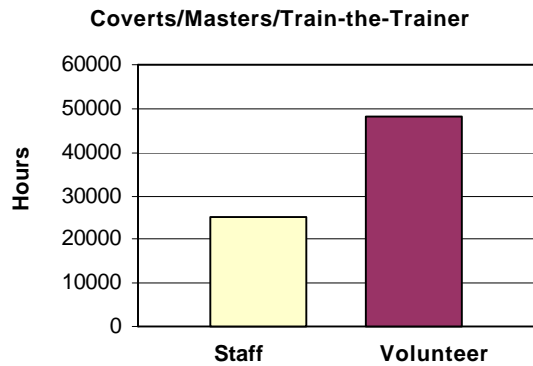
Outdoor Recreation:

Seven states reported educational programming in support of outdoor recreation. The focus of these programs was primarily towards those who would have a major impact on recreation management in the state. These groups included, state agency personnel, community organizations, teachers, and residents. The general goal of these programs was to educate a targeted audience on methods to maintain and/or improve ecological quality while providing recreational opportunities. Fourteen thousand staff and over twelve thousand volunteer hours per year were reported for outdoor recreation programming.



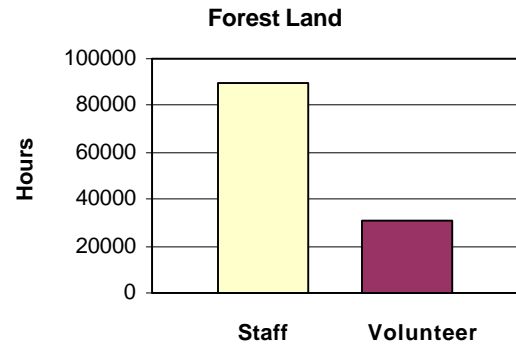
Coverts/Masters/Train-the-Trainer:

Twenty-one states reported information on coverts/masters/train-the-trainer programs. Masters and train-the-trainer programs are a long-standing staple for the natural resources education programs of the Cooperative Extension System. Through selecting quality representatives from the public and expanding their understanding of issues and management concepts, extension can leverage it's outreach to other landowners. Topics include forest (urban and rural), fish and wildlife management, and water quality/quantity issues.



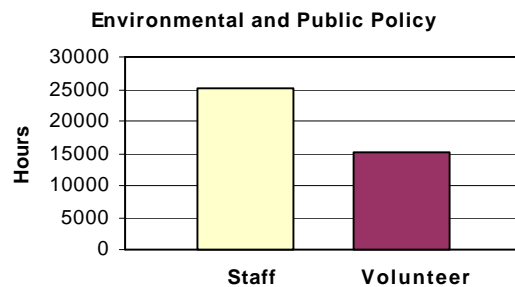
Forest Land:

Thirty-five states reported programming central to forestland management, use and sustainability. A long-standing program area of CES, forestland management education, continues to expand as new issues evolve. The most common forestry educational topics were sustainability, taxation, stewardship, water quality, harvesting, and sources of landowner assistance. Nearly ninety thousand staff hours per year and just over thirty thousand volunteer hours per year were reported for forestland programs.



Environmental and Public Policy:

Environmental and public policy programs were reported by twenty-four states. These programs targeted residents, landowners, and forestry professionals in order to engage them in the development and understanding of policy related to natural resources and the environment. Twenty-five thousand staff hours per year and fifteen thousand volunteer hours were reported.



VIII. Conclusion

Through RREA appropriations, states are able to target areas of renewable natural resources that will drastically improve quality of life, environmental stability, economic growth and many other beneficial impacts. Through education, renewable resources can be better managed to ensure stability for future generations for both private and public land holdings.