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## DO'S AND DON'TS AT THE GAS PUMP--STATIC FIRES--HOW TO PREVENT THEM

Cathy Burkett\*

### ABSTRACT:

This program was developed to inform people about the potential dangers involved when refueling their vehicles. Static fires at the gas pump are a new phenomenon that can be prevented. The program developer experienced a refueling fire and had no idea anything like this could happen. The educator has developed a curriculum for professionals to use to inform people of potential dangers when refueling their vehicles and how those dangers can be minimized and potentially prevented. The Extension Educator has worked with Robert Renkes of the Petroleum Equipment Institute (PEI) in developing the curriculum. It includes a power point presentation, handout materials, and an evaluation instrument. A videotape that shows actual fires as they occur will be available. Static fires are rare, but have caused serious injury and death. Participants will learn how static fires happen, why they happen most often to women, what to do should one occur and most important, how to prevent them. There will be a discussion on safe refueling and fuel handling guidelines as well. Information is for all drivers, regardless of age. The program can be 1- 1 1/2 hours long or used as a 20-30 minute program for various groups.

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## WATER QUALITY AND NUTRIENTS: EDUCATING THE PUBLIC IN DELAWARE

David J. Hansen\* and Gregory D. Binford

### ABSTRACT:

In June 1999 the Delaware General Assembly unanimously passed House Bill 250, commonly referred to as the Nutrient Management Act. The primary objective of this Act is to "...regulate those activities involving the generation and application of nutrients in order to help improve and maintain the quality of Delaware's ground and surface waters...." The Act requires operators of animal facilities larger than eight animal units, and individuals that apply nutrients to more than ten acres of land, to complete a certification program by January 1, 2004. Individuals must attend between six and 12 hours of training depending on the type of operation. This program has offered an unprecedented opportunity for Cooperative Extension to interact with the "universe" of people involved with managing nutrients on the land. Classes address nitrogen and phosphorus topics including nutrient cycling, environmental issues, and best management practices in the context of protecting water quality. As of January 2003 more than 1700 individuals have participated in this program, and it is expected that nearly 3000 individuals will attend this training by the end of 2003. The outreach opportunity will continue, as individuals are required to attend a minimum of two hours per year of continuing education to maintain their certification. This presentation will provide an overview of the Delaware Nutrient Management Act, describe the development of the certification program, and discuss the future of this effort in the state.

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## CREATING ADVOCATES FOR CHILD CARE AT THE GRASSROOTS: ONE STATE'S RESPONSE TO THE NATIONAL EXTENSION CARES INITIATIVE

Patty Merk\*, Darcy Dixon, Marta Stuart, Jolie Ogg Graybill and Lynne Durrant

### ABSTRACT:

In response to the National Extension Cares Initiative, University of Arizona Cooperative Extension created a model public policy education program called Advocates for Child Care Excellence (AC2E). The program involved a three-year pilot process of recruiting, educating and coaching child-care providers, parents and others to effect public policy affecting the quality of care in Arizona. The model included three 1 1/2 day institutes held over the course of 1 year. Themes for the institutes were "Awareness", "Skill Building,"; and "Action." Extension agents facilitated county teams, created county action plans, developed leadership for ongoing county meetings, established a Website, and published a newsletter. Fifty individuals representing six out of fourteen Arizona counties participated in the model program development and implementation. Outcome evaluation included measures of public policy involvement over time, attitudes toward civic participation, and ratings of institute curriculum components. Process evaluation summarized program implementation by county and as a total group. A curriculum and marketing materials were developed that can be utilized in other states.

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