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ExtensionSheboyganCounty

sheboygan.extension.wisc.edu/

Extension Sheboygan County
5 University Drive
Sheboygan, WI 53081
920-459-5900

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requirements.



FOODWISE

Amanda Miller & Janeth Orozco, FoodWise

Virtual education has opened an opportunity for collaboration across counties. Janeth was invited to participate in a project with the Portage/Wood County FoodWise team. This project includes making 5 short videos as part of a 5-week program with Fit Families from Portage/Wood Counties WIC Program. Virtual education was provided via a private Facebook group including an initial video with a lesson overview, a variety of materials throughout the week and group discussion at the end of each week. Topics for this program include making healthy, low cost meals, an overview of MyPlate, how to use unit pricing, and ideas on how to lower sugar intake. Janeth was invited to make the Spanish version of the videos, so Spanish speaking families could benefit from the information provided. The information presented was adapted to make it more appealing to the Latinx community. The videos from this project will be closed captioned and available to use in future programming.



HUMAN DEVELOPMENT AND RELATIONSHIP

Jane Jensen, Human Development and Relationship Educator

In response to COVID 19 and family caregivers increasingly in social isolation Jane collaborated with the ADRC and Sharon Richardson Community Hospice to co-facilitate the six part, evidence-based Powerful Tools for Caregivers virtually in August and September. Follow-up evaluation found that all participants-who had been in their caregiving role from 6 months to two years indicated that they had increased skills from the series. They indicated they had more confidence in their caregiving ability and that they were more able to assert themselves with others to get help. All would recommend the series to others.

They described increased abilities in 1) self-care & stress reduction 2) locating caregiving resources 3) making difficult caregiving decisions 4) taking care of their personal health, and 5) dealing with difficult emotions. All indicated that they would use a minimum of seven of the tools learned during the series.

This was the first virtual series presented in Sheboygan County and is the only series that is offered in the evening in order to meet the needs of employed family caregivers. One family caregiver indicated that she would not have been able to attend if it was offered during the day. She also indicated that family caregiving had affected her employment and that she had to take time off without pay which would ultimately affect her retirement. She indicated that family caregiving had made her employment more difficult.

One participant said, "Thanks for making this possible during this time of COVID-19."



COMMUNITY DEVELOPMENT EDUCATION

Kevin Struck, Community Development Educator

Extension Sheboygan County Staff

920.459.5900

Michael J. Ballweg
Agriculture Educator

Jane E. Jensen
Human Development
and Relationships
Educator

Sarah J. Tarjeson
4-H Youth
Development Educator

Melodye McKay
Positive Youth Development
Associate Educator

Kevin Struck
Community Development
Educator

Amanda Miller
FoodWise Coordinator
(shared with Fond du Lac)

Janeth Orozco
FoodWise Nutrition
Educator

Administrative Assistants

Tammy Zorn
Nancy Brown

Marketing Specialist Cassi Worster

Area Extension
Director
Cindy Sarkady

How Many Pole Buildings Are Too Many?

Accessory buildings in a residential zoning district are buildings like a detached garage or a pole building that are secondary to the house, which is considered the main building on the lot. In the last few years the perception is growing in a few places that accessory buildings on some residential lots, especially in suburban fringe areas, have become larger and more numerous. Apparently, homeowners have more need for storage, or perhaps a small business or hobby has blossomed. (The photos below show examples of two types of accessory buildings that might be found on relatively small residential lots.)

On some properties, however, the accessory buildings have become so large and/or numerous that they may have begun to change the appearance and character of what is principally intended to be a residential lot. It's possible that if enough of these accessory buildings are concentrated in a particular area, it could change the character of an entire neighborhood. Rather than a quiet residential atmosphere, such a neighborhood can begin to take on more of an industrial or commercial appearance.



This past month, officials from two towns in Sheboygan County where accessory buildings appear to be increasing asked Kevin for suggestions on how to handle this issue.

Kevin's first step was to examine the zoning ordinances of all 15 towns in the County to see how accessory buildings were currently being regulated, if at all.

Of the 15 towns, 9 did not regulate the size or number of accessory buildings in residential districts. Six of the towns, however, did indeed have limitations. Of these 6, three did so by using a maximum lot coverage percentage of about 30%. In other words, no more than 30% of the lot area could be taken up by the house and accessory buildings. This has been adopted into the ordinances to protect the open, uncrowded character of the area that landowners in past community surveys have indicated they value highly.



In addition to a maximum lot coverage percentage, the other three towns had limitations on the sizes and/or numbers of accessory buildings. Recognizing the need for flexibility, two of the three towns (Holland and Wilson) that have both sets of limitations have added a conditional use permit (CUP) option for a landowner wishing to exceed the limits. This CUP option is in lieu of seeking a variance to exceed the limits.

Kevin summarized what he found in his survey of the 15 town ordinances, and then explained the advantages and disadvantages of the CUP and variance options. The main difference is that when a variance is granted, that's the end of it—the property is considered conforming. Whereas with a CUP a town sets conditions and can monitor those conditions into the future, sometimes with the ability to revoke the CUP if warranted.

Further discussions will take place at the plan commission level and recommendations for action, if any, will then go to the local town boards for final consideration.



Extension Explores Climate Change Impacts on Wisconsin's Cropping Systems

People involved in agriculture across Wisconsin suspect that weather patterns across the Badger State have been changing over the last 50 years. Dr Ed Hopkins, Assistant Wisconsin State Climatologist, examined the weather data from the last 50 years to examine that hunch and offers the following summary.

1. Afternoon maximum temperatures around the state during summer (June, July and August) have increased by 0.6 Fahrenheit degrees, while the nighttime minimum temperatures in summer have increased since 1971 by three times as much (1.6 degrees), leading to an average statewide summer temperature increase of 1.3 degrees.
2. The temperature increases have been much larger in winter, with the maximum temperature increasing by 3.6 degrees and the minimum winter temperatures climbing by 6.2 degrees, resulting in statewide average winter temperatures increasing by 5.0 degrees.
3. The State Climatology Office has been maintaining a lake ice record of dates of ice-over and ice-out for the Madison area lakes (Mendota, Monona and Wingra) that extends back to the 1850s. Plots of the duration of ice cover for the lakes reveals a general decrease in the ice duration by roughly three weeks over the last five decades.
4. Inspection of the record of the dates of first and last occurrence of 32°F temperatures and the length of the frost-free season for the weather station at Plymouth (Sheboygan County) shows that since 1971, the length of the season has increased by approximately 16 days (or more than two weeks).

Extension Responds

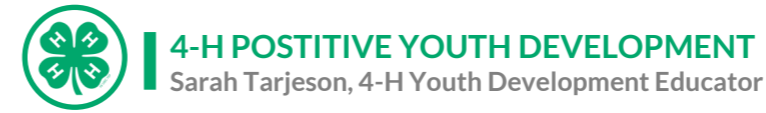
Mike Ballweg serves as a member of the **Extension Agriculture and Natural Resources Climate Change Team**, developing educational programs to address challenges farmers face as weather patterns continue to evolve. How can cropping systems change to face a sharp increase in extreme precipitation events that have resulted in flooding, erosion, runoff, leaching of nutrients and difficult planting and harvesting seasons?

Long term outcomes:

- Farmers will learn about and use practices known to reduce climate changes' negative impacts, to include:
 - Reduced tillage and adoption of no-till cropping systems
 - Increased continuous living covers (cover cropping, perennial crops)
 - Diversification of crop rotations
 - Taking marginal land out of annual row crop production



Planting green cover-crop strategies help address extreme weather events



Youth Development Research on Teaching Remotely during COVID-19

Like education across the country, and indeed, the world, Wisconsin schools have had to adapt to the ever-evolving challenges of providing learning amidst a global pandemic. School district administrators across the state have worked tirelessly with their local and state public health departments in order to make difficult decisions regarding the often conflicting needs to provide quality education and maintain safety of their students, families and communities.

A final paper will share the data provided directly by educators from Sheboygan and Manitowoc Counties in Wisconsin related to the abrupt transition from face-to-face learning environments to virtual options that took place in Spring 2020. In addition to the educational insight and effective teaching strategies utilized, respondents to the survey analyzed herein share poignant experiences regarding the impact of this transition on their job satisfaction, their families and the context of their students' lives.

Lessons learned from the pandemic of 2020, and the insight of these educators, can inform new law, policy, educational practices, community and human services. Educators, administrators and community decision makers will continue to prepare and evolve their services and skills to an ever-changing environment. It is the intent of this study to help schools, government and communities become better prepared and informed regarding effective remote learning strategies for students and families.

Here are some preliminary highlights from the findings:

- Almost all teachers reported working more than eight hours per day, and many teachers stated they worked late into the evening and some reported working weekend hours. One teacher shared: "I was available to my students 24/7. Preparation did not end, nor did my students' needs." Another shared: "I worked all day and had my laptop on for notifications. There was never a break." Another shared: "Using my Chromebook for teaching purposes up to 16 hours a day."
- Respondents were asked to indicate how frequently they utilized various teaching strategies while teaching remotely during the initial COVID-19 changes in educational delivery. The most frequently used strategies according to these respondents included instructor/self-made videos, 78% said the sometimes, often or always use these. Social media videos were the second most frequently used strategy, 76% indicated that they sometimes, often or always use this strategy. Another frequently used strategy included 1:1 virtual meetings. 75% of respondents indicated that they sometimes, often or always use 1:1 virtual meetings as an educational strategy during remote teaching. The least frequently used educational strategy during this time of remote teaching was partner or groupwork. 16% indicated that they sometimes, often or always used this strategy and of this 16%- 4% indicates that they often or always use this.
- Educators were asked to share their experience with the challenges youth and families faced which prevented their engagement in their education and learning during this time. Most comments regarding these challenges had to do with lack of parental engagement for a number of reasons. Some parents were perceived to just not engage in their child's education for no reason in particular. Educators shared that other parents had a hard time understanding lengthy school communications or the technology used to teach their student. Educators reported that working either out of or in the home proved to be challenging for parents to provide adequate support for the unique time in their child's education. Respondents often commented on parental burnout or difficulty managing time. One comment indicated that "cheating was rampant and parents simply did the work for their child."
- The other most common challenge that educators cited was the lack of reliable internet access. Sometimes this was recognized as too little bandwidth for the needs of the household, other comments indicated that the cost of internet connectivity, especially in remote areas was too great. One educator reported that they had a student that needed to work a part time job in order to pay for the internet themselves.
- The top communication strategy for successful student engagement was e-mail (37%), followed by texting (17%), phone call (17%) and virtual classroom message board (15%).
- Seventy-three percent of the respondents indicated that communication with parents increased and either was somewhat more or much more.