



Director's Update August 2013

REACCH's Better Half

We are now roughly half way through the five-year term of our REACCH project. Is the glass half empty or half full? That depends on your point of view. Our glass might be half empty in the sense that the heady and exciting epoch of discovery and genesis at the beginning of REACCH is now behind us. Our teams are formed, our students are on board, projects are under way and integration is in full swing. Now our glass is half full because the most important and impactful period for the REACCH project is just beginning. In a sense we are transitioning from what might be considered our "Phase 1" (establishment) to our "Phase 2" (generating and communicating research results useful for our stakeholders). According to the Pareto principle, most project output results are from a relatively small amount of time expended, often towards the end of the project. So, I think our glass is more than half full. There is a lot more to come from REACCH!

This OutREACCH quarterly report introduces Phase 2 of REACCH. It includes the first edition of the "Extension on the Move" blog, from our new REACCH Extension Specialist, Kristy Borrelli. Kristy will be helping us translate project research into reports, on-line resources, tools and other projects for use by our stakeholders, essential for realizing our project's desired impacts. One of Kristy's first activities was a one-half-day workshop on extending our REACCH on August 9. With her leadership we will be fast-tracking some Extension products early in Phase 2 of REACCH. An example of research activities with interest for stakeholders appears in an article in this by Kristy, Lauren Young, Bill Pan and Tai McClellan Maaz (*Measuring the Harvest – Considerations for Assessing Cropping Systems*). REACCH investigators include climate scientists who are communicating relevant climate science to stakeholders. A popular example is John Abatzoglou's article in this issue of the OutREACCH (*Why Hasn't Spring Gotten Warmer?*). REACCH is also providing resources to high school teachers throughout the region, to help them incorporate climate into their classrooms. This summer, 18 teachers from around the region and all three of our partner states (Idaho, Washington and Oregon) spent the better part of a week in Moscow learning innovative lesson plans and sharing ideas (*Tools for Teaching Climate Related Secondary Science*, this issue). These teacher workshops will be part of REACCH for its duration. Finally, this issue includes a report on our successful summer internship program for undergraduate students. We were joined by 16 students from around the country who spent nine weeks embedded in our research teams and conducting their own projects on topics ranging from economics to entomology (*Summer Interns' Diverse Research Contributions*, this issue). As our REACCH products continue to proliferate, we will be adding more links to additional and primary sources to help our stakeholders explore our outputs in more depth.

Sanford Eigenbrode, REACCH Project Director