

## Feature Story



**Alicia Lamborn**

UF/IFAS Extension  
Baker County  
Environmental  
Horticulture Agent  
alamborn@ufl.edu

### Baker County Butterfly Garden Spreads Its Wings

Over several years, the Baker County Extension Butterfly Garden has been spreading its wings and is now soaring to new heights. Originally planted in 2010 by 4-H members and expanded in 2011 by Master Gardener Volunteers, the garden generates much interest from visitors who enjoy learning about low

maintenance plant species that attract butterflies with their colorful flowers. With over 200 people viewing the garden each year, the need for further improvements was identified by three volunteers who took charge of the project. To allow everyone to provide input, the agent taught a landscape design class for the Master Gardener group and provided a landscape design plan of the existing garden area to be used as a template for the expansion project. Following the class, each volunteer was sent home with a garden design template attached to a foam core board, push pins, and copies of pre-drawn plants, planting beds, and hardscape garden features.

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Looking southwest, the garden now contains flowering perennials planted in masses for added interest.

November 2015 – January 2016

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This method enabled designers to easily manipulate plants and features in their design, saving time and allowing them to focus on the design instead of their artistic ability. Volunteers were given one month to create their ideal butterfly garden design and each presented their work to the group at the following meeting. With guidance from the agent, project leaders created a final plan for the garden using features from each of the designs and began preparing the area for the transformation.

While the old garden had approximately 25 plants of 11 species, the new garden features over 100 plants of 28 species and includes both nectar and host plants. New edging with gentle curves gives the garden a nice shape while easing maintenance for mowers. Two species of vines now use the chain link fence as a trellis and will one day provide a more attractive backdrop for the garden. A new stone path guides visitors through the garden allowing for a closer look at both flowers and pollinators, while a stool positioned opposite from a puddling dish serves as an invitation to sit and watch as butterflies stop to take



*Class participants learned about pollinator plants and the butterfly species that they attract during a butterfly gardening class held entirely in the demonstration butterfly garden.*

a drink of water. Butterfly-shaped plant markers compliment the garden theme and help visitors identify plant species.

The growing number of flowering plants has attracted the attention of many species of butterflies, bees, wasps, and other insects, as well as gardeners. In early spring, approximately 150 visitors of the Spring Garden Festival viewed the

garden in passing while an additional 47 individuals stopped to talk about the garden with Master Gardeners. A butterfly gardening class with 21 participants was later taught entirely outside in the garden so that the plants and visiting pollinators could be observed and used as examples during a conversational, interactive style lecture. The garden also received attention when its micro-irrigation system was highlighted during a separate edible gardening class. The many features of the garden have inspired several individuals to adopt Florida-Friendly Landscaping principles. As a result of the butterfly class, one woman has installed her own pollinator garden, while another participant expanded her existing garden. Participants have also indicated the addition of organic mulch, micro-irrigation systems, a switch to slow-release fertilizers, and the elimination of pesticides in and around their butterfly garden, among other Florida-Friendly practices. It is the experience of the agent that the hands-on, experiential learning techniques used in demonstration gardens can foster the adoption of sustainable gardening practices.

## From the District Director



**Eric Simonne**

UF/IFAS Extension  
DED – NE District  
esimonne@ufl.edu

### **What to Expect after Taskforces, Town Hall Meetings and Dean Place's Remarks at EPAF: Is all this going to affect me and my program?**

Unless you have been living under a rock (h-e-l-l-o-w!) or are totally new to Florida Extension (welcome!), you attended this summer's Extension town hall meetings where the findings and recommendations of two Extension taskforces (the Staffing Plan Taskforce and the Revenue Enhancement Taskforce) were presented and discussed. Dean Place's remarks at EPAF and the recent 2015 County Extension Director In-Service Training kicked off the implementation season of these recommendations. Florida Extension is entering into the new era of "the next 100 years".

Some may think "change scares me and if I resist long enough and hard enough, I can go back to the same ole, same ole way of doing things. Voila!" It is unlikely that this strategy is going to work this time. If so, is there an alternative to resisting change? Could these new things that scare me be actually good for me, my program, Florida Extension and my clients? Wait a second: could I become a part of the process – and drive it? Humm.... Let me think....

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*What to Expect after Taskforces, Town Hall Meetings and Dean Place's Remarks at EPAF: Is all this going to affect me and my program?...continued from previous page*

These days, Florida Extension has a vision and a plan. We will grow into these new “things”; we will be trained about them; we will understand “why” and “what for”; and in the end, we will be

better –individually and collectively. So what are we talking about? At the center of the discussion are faculty and CED professional development, peer review of teaching, and expanding Extension’s

funding portfolio. Below are some quotes from some speakers’ remarks made during the CED in-service training. Hopefully, this will get you thinking, motivated, ... and prepared.

**Dr. Place comments on *Elevating the CED Role: Vision and Expectation:***

- Single word theme: entrepreneurship
- We are committed to county presence; RSAs and SSAs are here to fill specific gaps (pesticides, fertilizers, varieties). We remain focused on the principles of UF/IFAS Extension: excellence, collaboration, customer service/professionalism, strong brand value, and responsiveness.
- Keep connections with the academic departments; without Research, there cannot be Extension.
- We will need strategic visions and plans for each of the extension offices.
- We will support and strengthen professional development for agents and CEDs.

- We support peer teaching evaluations for county faculty– not punitive; but motivating and for the improvement of the teaching experience.
- We need to know and advertise the value and impact of our Extension programs; then we need to diversify our portfolio; we need to enhance our programs with enhanced revenues.
- Extension culture has been to stretch the dollars; we do things on the cheap. We need to start thinking of what are the resources needed to advance our programs.
- The price of the program does not matter; value matters.
- We are awaiting guidelines from ICS and the development office on the proper way to use sponsorships.

- Urban Extension presents a broad spectrum of clientele and stakeholders with varying needs. We have the expertise to address these needs. It is critical that we have strong organizational support from rural AND urban stakeholders.
- University-based extension: Extension must be the front door or gateway to our land grant university.
- I challenge all of you CEDs to think about how we can elevate, expand and grow our organization from your county.
- Thank you for all your contributions.

**Dr. Barrick’s comments on *Presentation and implementation of a peer evaluation of teaching for county faculty :***

- Assessment and evaluations are different. Assessment: measuring what is happening, what has happened? Evaluation: interpreting measurements to determine degree of acceptability.
- We assess for the improvement of instruction; Extension faculty members are teachers.

- Agents should buy into the process as the goal is to improve participant learning. We need to be better teachers of the 19 million residents
- Peer observation of teaching is systematic, professional, collegial, collaborative and motivating.
- The 5 parts of peer observation for teaching assessment are
  - (1) identification (learner behaviors and instructor strategies),
  - (2) pre-observation (context, what to look for),

- (3) observation,
- (4) post-observation (what happened, why, how to change), and
- (5) written summary and action plans.
- I am willing to come to the districts help you implement this.”

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## Ms. Saunders comments on *How the UF/IFAS development office can help you with local gifts and donations:*

- Why do people give? “There is a human need to be associated with those who do good things they are passionate for: ”95% households give to charity mostly to religious and education organizations.
- Goal for the office: \$30/year; donor centered model – the donor drives the conversation; administration makes final decision on gift acceptance.
- Our office is here to help you!

## Ms. Allen and Dr. Walker comments on *Communicating the need for support staff, operating budget, and start-up packages with county government:*

- If you do not ask, the answer is always “no”.
- You need to have a local champion take on your cause; talk to cities and municipalities, not just county government.
- Show appreciation for what your government does; take each opportunity to speak in public. For example, have the MG provide the BOCC with a “check” with the amount of money they have donated.
- Ask for more than you need; ask for more once they have cut you.
- Take a 4-Her with the champions who talk to commissioners; the commissioners will learn about 4-H; he 4-H learns about how to talk with politicians.
- When asking, line up Extension requests with County priorities; avoid “donor” fatigue and “cheer leader” fatigue.

## Dr. Harder comments on *Professional development needs for CEDs:*

- Professional development is one of the most important things we can do for ourselves and our organization.
  - The CED and faculty professional development plan needs to be followed by blocking off time for each activity.
  - My philosophy is put your employees first, your customers second, and your investors third, and, in the end, everyone will be happy.”
- ~ Sir Richard Branson, Founder, Virgin Group

- PDEC and people who matter want you to know that we support professional development and we want to make your experience better.
- Information in the workload database could be better; we need impacts – that is “what our work means in the community”.
- PDEC is here to help you!

## Dr. Kumaran's comments on *Strategic Planning for Extension: A Primer:*

- Planning is a process to develop a list of actions arranged in a sequence in order to achieve an objective. Planning is about settling with the past, engaging in the present, and believing in the future.
- Strategic planning is planning with an attitude: being clear about the goals, aware of the resource and incorporating both into a responsive and dynamic environment.
- Requirements: (1) definite purpose, (2) desire for change, (3) understanding the environment, and (4) creativity in developing responses.
- People's four basic reactions to change: (1) the receptive, (2) the skeptics, (3) the staunch opponents (“over my dead body”), or (4) the hypocrites (“you all need to change except me”).
- Strategic planning is a disciplined effort to produce

fundamental decisions and actions that shape and guide what an organization is, what it does, why it does it, and what it focuses on.

- Strategic planning is NOT long-range planning, NOT an attempt to make future decisions now, NOT a substitute for sound judgment by leadership, NOT a process to come up with an unattainable wish list, and NOT a linear process. Strategic planning should NOT be done (1) while in crisis, (2) before or during re-organization, (3) when facing financial uncertainty, (4) during major leadership issues, and when there is no sufficient buy-in into the process.
- Strategic planning SHOULD be done when (1) an organization is stable, (2) to reinvigorate after a dormant period, (3) in preparation to a new venture, (4) when there is a growth, and (5) when there is a large resource infusion by the government.
- We can guide you through this process.”

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What to Expect after Taskforces, Town Hall Meetings and Dean Place's Remarks at EPAF: Is all this going to affect me and my program?...continued from previous page

Wow! It is not that bad after all. Looks we are about to make the organization better by making its members better. Looks like we are getting help! I like this. I can be a part of this. I can do this.

Further training and guidance will be provided in the next months. Professional development plans, program enhancement, peer review of teaching and strategic planning will

be the central topics of the 2016 NE District Faculty and Staff Professional Development Workshop on May 11-12, 2016 at 4-H Camp Cherry Lake. See you then!

## Success Stories



**Dan Fenneman**

UF/IFAS Extension  
Madison County  
Agriculture/Natural  
Resources Agent  
dfenneman@ufl.edu

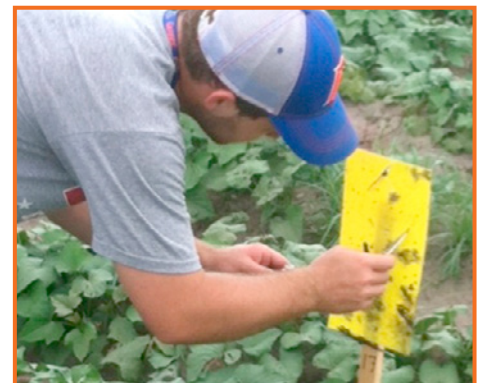
### IPM: A Team Effort by State and County Faculty

Sweet potato acreage has significantly increased in the North Florida Suwannee Valley region over the last three years from less than 100 acres to nearly 2,000 acres. One serious pest of sweet potato in the region is wireworm. One grower requested help with developing an IPM program for their 800 acres of production. This was a result of the IPM consultant having neither the experience nor research capability to improve the management of this pest in the past two years. A team of UF/IFAS state and county faculty (Hochmuth, Fenneman,

Toro, Seals, Mizell, Webb, and Leppla) was developed to assist this operation by implementing a season long scouting program. Four of the twelve fields farmed by this operation were instrumented with yellow sticky traps, grain bait stations in the soil, and black light traps to detect and characterize the populations. Assessments of damage were made in each field at harvest. Grant funds from R. Mizell provided part-time help to assist with this work.

The impact of the sweet potato project efforts in 2014 will be realized in 2015. The 2014 project identified the two main wireworm species affecting the acreage in North Florida. The two species identified, *Conoderus rudis* and *Conoderus scissus*, were not the same as those found in other production areas of Georgia and North Carolina. The targeted impacts will include the improved management of these pests based on selection of

proper crop rotation, use of a more effective soil insecticide being applied for special local needs labelling for 2015, reduced overall insecticide use, reduced wireworm damage and improved income from a better grade of sweet potato at harvest. The social impact was respect gain by the growers for the IFAS team and their level of commitment and expertise.



Collecting insects from sticky traps for identification.

## Teaching Tips



**Dr. Alexa Lamm**

Assistant Professor,  
AEC  
Associate Director,  
PIE Center  
alamm@ufl.edu

### Sensing versus Intuition

Second in a series of Four: Teaching to Different Personality Types

In a previous article, we discussed that whether or not you're sitting in a conference room or out in the field, an extension program participant's interests and ways of learning directly affect how he or she takes in information. Therefore, we need to consider different teaching approaches based on the needs of who is sitting in the room. While we don't always know the personality type of our learners based on inventories such as the Myers Brigg Type Inventory or MBTI,

we can assume that we have a variety of types in the room every time we present information. Therefore, ensuring our approaches are applicable to all types can assist in knowledge and skill transfer and hopefully inspire our participants to take and implement what we are teaching.

Previously, we discussed extraverts versus introverts and their associated needs. In this article, we will discuss people

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## How Does the **University of Florida** Work?



**Eric Simonne**

UF/IFAS Extension  
DED - NE District  
esimonne@ufl.edu

### How to handle Public Record Requests

All public record requests made under the 2015 Florida Statutes Title X PUBLIC OFFICERS, EMPLOYEES, AND RECORDS Chapter 119 PUBLIC RECORDS need to be forwarded to Janine Sikes with University Relations.

**Janine Sikes**

Assistant Vice President  
UF Media Relations and Public Affairs  
PO Box 113156 (101 Tigert Hall)  
Gainesville, FL. 32611-3156  
(352) 846-3903  
jysikes@ufl.edu

## What's **Working?**



**Sarah M. Ellis**

UF/IFAS Extension  
Citrus County  
Family and Consumer  
Sciences Agent  
ellissm@ufl.edu

### Florida Master Money Mentors: Making a Difference in Citrus County

In the spring of 2015, UF/IFAS Extension Citrus County had 10 Master Money Mentors graduate. Once the word got out, we quickly started receiving phone calls from potential mentees. While our very first mentee was in a very difficult situation, he was also our first success story.

Joe, a single father with two sons, had been out of work for an extended period of time. We matched Joe with Ken as a mentor. During the first meeting, Ken quickly realized that Joe was not in the best financial position. Joe had retired young and moved to Citrus County with over a million dollars from the sale of his business. Unfortunately, he lost everything in bad real estate deals and divorce. When he came to us for help,

he was living on a very limited income, unsure if he could return to work due to an injury, and was receiving assistance from local agencies. Luckily, he did not have a mortgage as he had paid cash for his home. But he was running out of options to continue to provide the basic necessities for his sons.

At their second meeting, Joe and Ken agreed that Joe's income had to increase. His outgoing expenses, while modest, were greater than his income. Several options were discussed including the possibility of filing for disability.

Ken received a phone call from Joe a few days later. Ken says it was the best phone call he could have hoped for: Joe had received a job offer. Ken and Joe discussed the advantages of getting back into the workplace while considering his physical limitations. Joe decided that he was ready to go back to work. Not only would it be good for his finances, but he would also be able to get out of the house and interact with others.

Joe is now employed full time, is able to meet his financial demands, and has started saving.



Pictured from left to right: Pete Redston, Antonio Gutierrez, Patricia Smith, Charles Hicks, Sarah Ellis; extension agent, David Thuermer, Carol Andrews, Ken Swade, Marion Evanila, Tom Golden, Taylor Spangler; FLMMM Coordinator, Tom Wagner

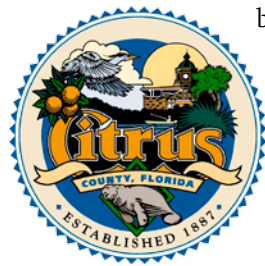
## Featured County Extension Office

### Citrus County

By **Larry Figart**  
 UF/IFAS Extension Duval County  
 Extension Agent, Forestry  
 lfigart@ufl.edu

This edition's featured county is Citrus County. Citrus County is located on Florida's gulf coast, south of Levy County and north of Hernando County. It is the southernmost county in the NE District. It is also the NE District's newest county, joining the Northeast District in 2012. Citrus County was created on June 2, 1887 when it was formed out of a portion of Hernando County. It was named Citrus County after the county's citrus groves. The two incorporated cities in Citrus County are Inverness, the county seat, and Crystal River.

Citrus County has been in a part of some of Florida's early history. The Indian



burial mounds at Crystal River date back to approximately the time of Christ. Spanish explorer Hernando Desoto travelled through Citrus County around 1539 on an expedition looking for the riches of gold.

While the past is significant, UF/IFAS Citrus County has been shaping Citrus County's future. UF/IFAS Extension Citrus County has three Extension agents on staff: BJ Jarvis is the Director of Citrus County Extension and the horticulture agent, Sarah Ellis is the Family and Consumer Sciences Agent, and Dr. Marnie Ward is the 4-H Agent. The UF/IFAS Extension

Citrus County office is also supported by Steven Davis, the Florida Yards and Neighborhood Coordinator; Betsy King, the Office Coordinator; Crysta Henry, the 4-H Program Secretary; Stephanie Clamer, the FCS Program Assistant; and Clay Cooper, the Agriculture Program Assistant. The folks in in Citrus County Extension serve their clientele by performing over 1,967 field and office consultations and hosting over 19,702 participants in group learning events every year. The quality of programming is excellent with 88% of their clients reporting an increase in knowledge or skill and 74% of their clientele reporting a change in behavior or attitude. For more information about UF/IFAS Extension Citrus County go to <http://citrus.ifas.ufl.edu/>.

## Information Technologies



**Shaina Spann**

UF/IFAS Extension  
 Baker County  
 4-H Youth  
 Development Agent  
 slbennett@ufl.edu

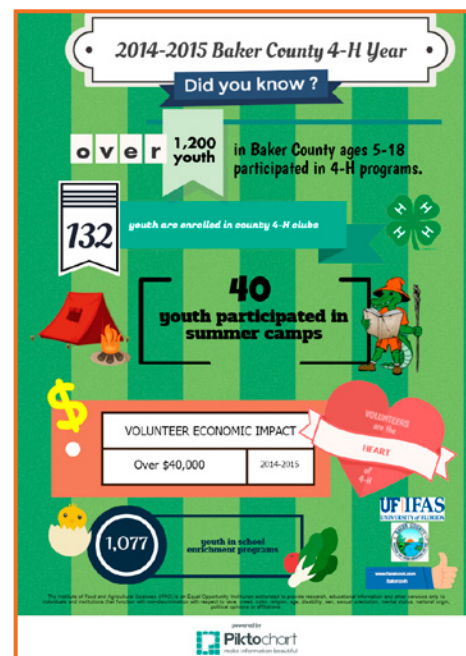
### Piktochart: How to Make your Own Infographic

Have you ever wanted to make information or research more visibly appealing? If so, the cliché "A picture is worth a thousand words," is something to consider and an infographic is the perfect way to disseminate information. Infographics visually represent information in a way that is more aesthetically pleasing to audiences, and the website

application called Piktochart makes it easy to do just that.

Piktochart has over 100 categorized templates and over 1000 images for you to use, plus do-it-yourself pages and options for uploading your own images. Piktochart is a "drag and drop" technique, making it easy to use the more than 2,000 graphics, images, text options, shapes, and more by dropping them onto the page. You can also import data from a spreadsheet and make charts.

Although it does have some paid options, the majority of Piktochart is absolutely free. Once completed, you can share your infographic on social media, print high-resolution copies for yourself, or even embed it on your website (or newsletter).



A Piktochart infographic made for the Baker County 4-H Program

## Sensing versus Intuition...continued from page 5

with a sensing versus intuition type, which describes the way we take in information and the kind of information we like and trust. Learners who prefer sensing focus on present realities, verifiable facts and experiences. These individuals want to receive information in a logical, sequential step-by-step way. Presenting information (and even more specifically, facts) progressively and logically will resonate best. To appeal to this group, focus on what is real and actual, give the learners an opportunity to observe and remember specifics through experimentation, and provide sequential activities so they can build on their knowledge.

Learners who prefer intuition like to be presented with the big picture first

and then they discover how the smaller pieces fit. They get uninspired if they are presented with too many facts up front without understanding why they need to be learning the facts. Learners who prefer intuition are more interested in how the facts fit together than the facts themselves. They are imaginative and abstract in their approach to processing information. To appeal to this group, incorporate discussions about patterns. For example, rather than diving into details about leaf shape when learning about a new plant, discuss how certain types of plants are similar and how they are different from one another. This allows the learner to explore the patterns associated with plant types rather than going right to

specifics. Another example would be allowing 4-H youth in a clothing project to take a look at a completed piece of clothing and discussing all the things that go into making the garment such as fabric, thread, patterns, leaving enough fabric for seams, etc. Once they can process the big picture, they will be able to look at the detail.

Remember, as educators we tend to rely heavily on our own preferences and style when developing programs. By keeping in mind that you have both sensing and intuitive learners, and by making programmatic choices based upon that knowledge, you can make even more impact with your extension programs.

## UF/IFAS Extension Northeast District Offices – Find your local office at <http://solutionsforyourlife.ufl.edu/map/>

### Alachua

2800 NE 39<sup>th</sup> Avenue  
Gainesville, FL 32609  
Phone: 352.955.2402

### Baker

1025 W Macclenny Avenue  
Macclenny, FL 32063  
Phone: 904.259.3520

### Bradford

2266 N Temple Avenue  
Starke, FL 32091  
Phone: 904.966.6224

### Citrus

3650 W. Sovereign Path, Suite 1  
Lecanto, FL 34461  
Phone: 352.527.5700

### Clay

2463 SR 16 West  
Green Cove Springs, FL 32043  
Phone: 904.284.6355

### Columbia

971 West Duval Street, Suite 170  
Lake City, FL 32055  
Phone: 386.752.5384

### Dixie

99 NE 121<sup>st</sup> Street  
Cross City, FL 32628  
Phone: 352.498.1237

### Duval

1010 N McDuff Avenue  
Jacksonville, FL 32254  
Phone: 904.255.7450

### Gilchrist

125 E Wade Street  
Trenton, FL 32693  
Phone: 352.463.3174

### Hamilton

1143 NW US HWY 41  
Jasper, FL 32052  
Phone: 386.792.1276

### Lafayette

176 SW Community Circle, Suite D  
Mayo, FL 32066  
Phone: 386.294.1279

### Levy

625 N Hathaway Avenue, Alt. 27  
Bronson, FL 32621  
Phone: 352.486.5131

### Madison

184 College Loop  
Madison, FL 32340  
Phone: 850.973.4138

### Nassau

543350 US Hwy 1  
Callahan, FL 32011  
Phone: 904.879.1019

### Suwannee

1302 11<sup>th</sup> Street SW  
Live Oak, FL 32064  
Phone: 386.362.2771

### Suwannee Valley Ag. Ext. Center

7580 County Road 136  
Live Oak, FL 32060  
Phone: 386.362.1725

### Taylor

203 Forest Park Drive  
Perry, FL 32348  
Phone: 850.838.3508

### Union

25 NE 1<sup>st</sup> Street  
Lake Butler, FL 32054  
Phone: 386.496.2321

## NENEWS Editorial Team

Nichelle Demorest (chair), Jessica Altum, Basil Bactawar, Jim DeValerio, Sarah Ellis, Larry Figart, Alicia Lamborn, Amy Morie, Natasha Parks, Wendy Wilber

## Graphic Design

UF/IFAS Communications